

National Parent-Teacher

The

P.T.A.

Magazine

OCTOBER 1960

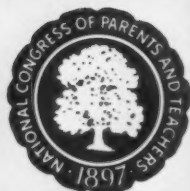
Time Out for Television

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Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education

Membership
of the National
Congress
of Parents and
Teachers, as of
April 15, 1960, is
11,926,552

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Alaska.....	10,700	Kentucky.....	196,711	Oregon.....	128,678
Arizona.....	84,071	Louisiana.....	118,551	Pennsylvania.....	570,000
Arkansas.....	132,950	Maine.....	31,857	Rhode Island.....	54,955
California.....	1,846,657	Maryland.....	200,232	South Carolina.....	105,104
Colorado.....	177,925	Massachusetts.....	150,125	South Dakota.....	36,862
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European Congress of American Parents and Teachers.....	40,802	Missouri.....	255,842	Vermont.....	21,396
Florida.....	348,472	Montana.....	33,551	Virginia.....	266,644
Georgia.....	267,572	Nebraska.....	71,016	Washington.....	222,202
Hawaii.....	82,730	Nevada.....	25,859	West Virginia.....	113,339
Idaho.....	49,542	New Hampshire.....	25,924	Wisconsin.....	155,123
Illinois.....	692,626	New Jersey.....	463,990	Wyoming.....	16,189
Indiana.....	261,844	New Mexico.....	46,216	Unorganized areas....	10,435
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Contents

FOR OCTOBER 1960

<i>The President's Message</i>	
<i>Membership Proclamation</i>	Karla V. Parker 2

ARTICLES

<i>Teens and the Family Team</i>	Evelyn Millis Duvall 4
<i>The Nation's Children—Lessons from the White House Conference</i>	
	Eli Ginzberg 7
<i>No Longer Unaccustomed</i>	J. Campbell Bruce 10
<i>The World from Three-Foot-High</i>	Frances R. Horwich 16
<i>A Read-Aloud Story: Mr. Apple Names the Children</i> .	Jean McDevitt 19
<i>Fact Is Stronger than Fiction</i>	24
<i>Watch Out for the Penulum Swing</i>	Ralph H. Ojemann 26
<i>Child Guidance in Your School</i>	William G. Hollister, M.D. 29
<i>A Gift That Counts</i>	32

FEATURES

<i>What's Happening in Education?</i>	William D. Boutwell 13
<i>Notes from the Newsfront</i>	15
<i>Time Out for Television</i>	20
<i>Come In, World</i>	23
<i>Keeping Pace with the P.T.A.</i>	33
<i>Helping Young America Grow in Freedom: Study-Discussion Programs</i>	
	Ruth Strang, William G. Hollister, M.D., and Evelyn Millis Duvall 35
<i>Motion Picture Previews</i>	38
<i>Design</i>	Igor de Lissovoy
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Membership

THE PRESIDENT'S MESSAGE



ON TELEVISION AND RADIO, at public meetings, in the daily press, we are reminded of what we know well—that the fevered affairs of mankind hover at the peril point, that not only the survival of individual men and nations but the survival of mankind is at stake. Thoughtful men and women recall us to our great national ideals and exhort us to labor with hand and head and heart to make them realities for ourselves and other peoples.

We parent-teacher members are well aware of the present danger and of the greater peril to come should we fail to rise to the challenges of our time. We realize that two ideologies, conflicting in temper and morality, are being weighed and judged by millions of people in Asia, Africa, the Middle East, and Latin America. We cannot comfort ourselves by saying of these undecided, uncommitted people, "Fear not, for they that are with us are more than they that are with them." If we would fear not, we must put forth hard, unremitting, self-sacrificing effort to keep ourselves a nation dedicated to exercising our own freedom and to helping other peoples achieve freedom and economic well-being. If we would remain leaders of the free world, if we would remain "the chief home and hope of freedom," we must demonstrate that freedom is not debilitating but demanding, that it calls forth the best that is in men—their sense of justice, their generosity, their commitment to moral, purposeful living.

Surely in November every one of us will go to the polls and cast his vote as his conscience and convictions dictate. Silence is not citizenship, and the non-voter is a civic hazard. But when we have exercised the hard-won, precious privilege of voting, we will know that we are not done with our citizenship responsibilities, one of which is to rear and educate America's children and youth in freedom and dignity. For no nation has anything stronger to depend on than the vigor and intelligence of its children, and children have nothing else to depend on than the wisdom, integrity, and maturity of the adults who guide them.

We in the parent-teacher organization are those adults. Gladly will we take on whatever heavy new tasks are demanded of us. But at no time shall we or can we neglect the labors that are uniquely ours by choice, by training, and by experience.

WHAT ARE THOSE TASKS of ours that remain constant and unchanging in a changing, mutable world? To provide for every child in our midst—

- A home warmed by love and lighted by faith and high purpose.
- A school in which the young mind stretches and the young spirit reaches.
- A community where just, generous adults, living the tenets of democracy, provide models to emulate.

Is not this the way in which our organization can

Proclamation

best fortify our nation for the era ahead? Is not this the best way to assure not its mere survival but its golden age?

There is still another task for which we are well qualified: to help build good will among people of different origins and different lands. No novices in this realm, we shall intensify our efforts to help all peoples advance toward that happier time when political domination will die and the death-dealing engines of war will be transformed into the life-giving implements of peace. Though we have never been bereft of freedom in our land, we are not hardened to the heartbreak of those who have seen it die in their lands. Nor are we indifferent to the hopes of those who agonize to give freedom birth in their countries. We would help them not only because this shrinking globe binds our children's fate to theirs but because no child, wherever he may be, is beyond the boundaries of our caring.

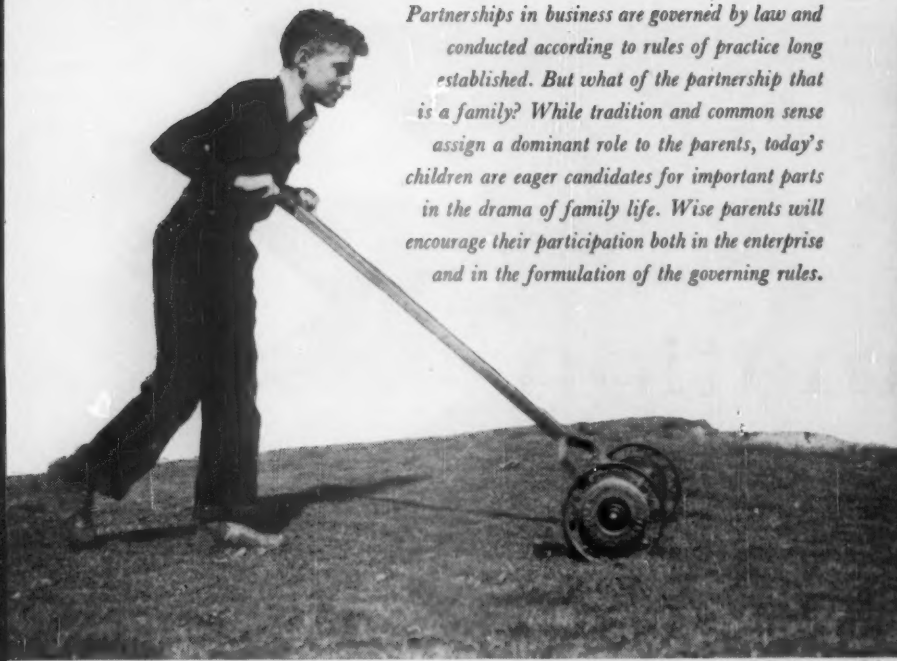
This nation has already been enriched beyond computation by the selfless work of P.T.A. members. It will be ever so. For membership in the National Congress gives each of us a personal way of achieving the full measure of our responsibilities as free human beings and citizens. The incredible growth of our membership is proof that more and more men and women seek—and find in the P.T.A.—broad, open highways to serving their children, their communities, and their country.

The Action Program of the National Congress is an undertaking of such scope and magnitude that it requires every skill and talent that Americans possess. The problems before us are not simple ones to be solved simply and swiftly. But as we evolve one workable solution after another, we grow in the skill and imagination to find others.

TO OUR RANKS we would welcome all who ask, "What can I do?" We offer them the opportunity to give unstintingly of their time, their energy, their strength. We offer the opportunity to think hard, to labor arduously, to strive, and to achieve. And so that all may have a chance to give of themselves, I, Karla V. Parker, president of the National Congress of Parents and Teachers, designate the month of October 1960 as Membership Enrollment Month. And I urge everyone who is already a member to invite any of his co-workers, neighbors, and friends who are not yet among us to join with us. There is need of all, room for all, and a pledge that all will find abounding opportunities to "Strengthen the Home, Source of Our Nation's Greatness."

Karla V. Parker

President, National Congress of Parents and Teachers



Partnerships in business are governed by law and conducted according to rules of practice long established. But what of the partnership that is a family? While tradition and common sense assign a dominant role to the parents, today's children are eager candidates for important parts in the drama of family life. Wise parents will encourage their participation both in the enterprise and in the formulation of the governing rules.

Teens and the Family Team

EVELYN MILLIS DUVALL

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"HE USED to like to go on trips and picnics with the family, but now that he's turned fourteen it's like pulling teeth to get him to join us in anything." In this plaintive comment a mother mirrors the bewilderment that many parents feel about their teenage children's reluctance to participate in family activities.

Take the Caldwells, for instance. For years they had saved for a family trek across the country. Then, this past summer, Mr. Caldwell arranged to take two months off from his job in order to give his wife and their three sons the long anticipated trip to the West Coast. With keen excitement Mr. and Mrs. Caldwell plotted the routes they would take and consulted friends about the best places to stay, the things to see. Imagine their consternation to find that when they announced their plans to the boys, all three protested that they'd rather stay home! The eldest, a senior in high school, had already signed up as a life guard at the beach; the middle boy had a job promised at the local market; and the eleven-year-old preferred staying in town with his scout and baseball pals to going with his family on a trip. What was the matter? How typical is such behavior of teen-agers?

Small choice of chores

When the University of Michigan a few years ago conducted a nation-wide survey of boys from fourteen to sixteen years of age for the Boy Scouts of America, they found that only 17 per cent of the boys joined in as many as four different activities with their parents. The great majority, 69 per cent, reported few, if any,

shared projects. The study report concludes with this statement:

"Considering that nine out of ten boys checked more than ten activities on the list, it would seem that for the most part these are either solitary endeavors or pursued in peer groups outside the family."

When there is work to be done, are teen-agers active members of the family team? Theodore Johannis, who has been studying teen-age sons' and daughters' participation in various family activities, comes up with some sobering, if not surprising, data. He has found, for instance, that half or more of the teen-age boys reported having a share in only three household tasks: taking care of the yard (79.9 per cent); taking care of the garbage and trash (66 per cent); and fixing broken things (51.6 per cent). Furthermore, less than 10 per cent of the boys said they had a voice in deciding who would do twelve out of eighteen everyday jobs around the house. Even when the boys regularly did certain household chores, less than a third of these were taken on by family decision-making in which the boys had a say.

Dr. Johannis concludes his report of high school sophomores' participation in family activities with a provocative question, *To what extent does the modern child substitute for a servant in the family?* The teen-agers' replies supplied the answer. Their chores are likely to be the simpler ones, those that do not take a parent long to teach. For example, children help more often with setting and clearing the table and with washing dishes than with preparing food.

Boys do a lot of the removal of trash and yard cleaning—far more than fathers do. But in the more complex task of repairing broken things around the house, the bulk of the work is done by Dad. In short, a youngster usually gets the tasks to which his parents attach little value. They reserve for themselves the jobs that bring greater recognition when well done or take considerable time or energy to teach children to do competently.

Failing appetite for responsibility

But there is a further complication. The older a youngster grows, the less likely he or she is to assume real responsibility at home. Many a mother has observed that the daughters who begged to help when they were too little to be of any real assistance soon slip out from under their share of responsibility as they get well into their teens. The study of Camp Fire Girls made by Audience Research in 1957 found that many girls tend to dislike household chores, a fact all too well recognized by their mothers.



In a nation-wide study of girls between eleven and eighteen years of age (conducted for the Girl Scouts of the U.S.A. by the University of Michigan Survey Research Center) some nineteen hundred girls were asked two questions, among others: "Do you have any regular work to do at home?" and "Are there some jobs around the house that are your special responsibility?" More than half (54 per cent) of the girls under fourteen reported having light responsibilities in the home, in contrast to only 29 per cent of the girls over sixteen. About 10 per cent more of the older girls than of the younger ones reported moderate or heavy responsibilities at home, but considerably more of the girls over sixteen than of the under-fourteen-year-olds had no family responsibilities at all (12 per cent and 7 per cent respectively).

Are today's teen-agers lazier than young people used to be? Some of us remember well the way we

used to pitch in and help at home. Tales of the heavy family responsibilities traditionally carried by farm youth reveal that children were once challenged to be active members of the family team. Are modern young people the uninterested beatniks that some claim them to be? Or is there some other explanation for their failure to function in the life of their own families?

The youth delegates to the 1960 White House Conference on Children and Youth spoke out with feeling about their eagerness to work *with* adults on projects of real importance. They said they were tired of programs handed to them neatly arranged by well-meaning adults who tried too hard to do things *for* them. They resented being exploited as secondary citizens who were expected to do the routine, repetitive tasks and yet were denied a voice in the planning of home, school, and community projects. They said they wanted a chance to work side by side with parents and other adults at jobs that needed doing at home and abroad. To many of us at the White House Conference the mature and effective way in which young people took part in the Conference itself was evidence of their readiness to tackle complex tasks with competence.

Pulling away from home concerns

The reasons why a given teen-ager does not actively join in family projects are as varied as the specific persons and the families they belong to. Beyond the great individual differences among both teen-agers and families are four interrelated explanations that are indicated by recent studies and borne out by much that we know about adolescent development:

1. Teen-agers' growing independence as maturing persons inevitably means some stretching away from parents and from family activities. Adolescents must find themselves as individuals with minds of their own, with ideas to shape and values to clarify, with skills to perfect and talents to develop. In today's world the home alone does not offer the necessary scope for a spirit in search of identity.

2. The pull of peers is especially strong during the second decade of life, when a teen-ager must find and fill a place for himself within his own generation. If he clings too closely to his parents and does not relate to his own age mates, he is in danger of being a "Mama's boy." Somehow, painful as it is to both youngster and family, there must be a shift of loves and loyalties from family to friends during the teen years. Parents who welcome the special people in their children's lives are fostering a sense of good teammanship.

3. Challenge and responsibility big enough to grow on are necessary for maturation. This is why

An article in the 1960-61 study program on adolescence.

teen-agers will characteristically show small interest in activities that have little new to offer, yet will take on a man-sized job and work manfully at it. Being stuck with the "same old stuff" that they have been doing year after year isn't enough. Young people need big, new jobs in order to stretch their physical, mental, and moral muscles in big, new ways.



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4. One common reason why more teen-agers aren't part of the family team is that parents won't move over and let youth carry the ball. Too often they call all the plays. The youngsters are not consulted, and so they feel they are stuck with menial tasks and denied any real say about what goes on in the family.

An illustration out of our own family comes to mind. Some years ago, when our children were teen-agers, surgery and a prolonged convalescence made me wonder whether I ever wanted to go back into the professional world in which I had been so active. I mentioned at dinner one night how nice it would be if I could stay home and be a full-time wife and mother rather than return to my work. Both my husband and I were surprised to find our daughters vigorously protesting this possibility. They tactfully pointed out how much I had always liked my work. They assured me that when I felt stronger I would want to be active again. And then the real reason for their reaction came out when our younger daughter blurted out, "When you're home all day, the house is yours and we're just helpers. But when you're away some of the time, then the house is ours too, and we can get dinner and feel important."

Pointers for parents

Matching the four likely reasons why more teen-agers aren't full members of the family team are four proposals for recruiting young people to fill significant posts in family living:

1. Help youth find real independence within the family as well as in the outside world. Of course teen-agers have to stretch away from home base in order to become mature persons. At home they are ready to

have a voice in family decisions and to share in the more important aspects of family living. A boy who helps decide which car would be the best buy for the family will be more responsible for keeping it washed than he would be if he had been left out of the picture.

2. See teens as persons having close ties with others outside the home. Beloved pals can be thought of, and planned for, as important to the children of the family. When parents encourage their children, through the years, to bring their best friends into family activities, teen-agers are not so quickly or so completely estranged as when parents draw a tight little circle about the home and label it "Family Members Only."

3. Rotate the real jobs within the family so that teen-age members get their chance to participate in significant ways. Corinne Grimsley reports how one family works it out by rotating jobs. The mother explains:

"We have three girls still at home (one of them just for week ends). They are twenty, sixteen, and ten years old. Because we are all together on Sundays we still have family Sunday dinners but with this difference:

"Instead of my always doing the planning and the cooking, the two older girls and I take turns. This way of planning brings the task around to each of us every third week.

"On a week end when one of the girls takes over, she plans the meal, does the shopping for it, cooks it, and serves it. The other two of us wash dishes and clean up afterward. I have a wonderful sense of freedom two Sundays out of three, and what those girls haven't learned!"

4. Develop other interests and let the children take over, as they are able, the roles you have always assumed. When you go out more, you will find that your teen-agers are maturing more comfortably and that you are enjoying one another more as partners. Research studies indicate that the mother who has at least a part-time job has a better relationship with her adolescent children than does the mother who is a full-time homemaker. The explanation may be that parents, too, need to grow as persons to a point where they deeply desire that their children become full members of the family team.

At this time in history, then, when the world depends on teamwork, teen-agers should find a welcome place as co-workers in freedom beside those who need and love them.

Family life consultant, author, mother, and grandmother, Evelyn Millis Duvall is known everywhere for her lectures and her books, which include Family Living and Facts of Life and Love for Teen-agers. The latter is available in a paper-back edition.



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ELI GINZBERG

TO REPORT on all the lessons of the 1960 White House Conference on Children and Youth would be an impossible assignment. Almost seven hundred recommendations, for example, were made as a result of the Conference. Therefore I am going to start by making five general observations about certain features of the Conference that I think have special pertinence for parents, teachers, and P.T.A. members. Next I shall discuss some of the findings specifically related to education and pass on to you my personal reflections on those findings. And I shall close with a few remarks about the White House Conference as a whole.

I was impressed first of all by the emphasis on the institutions of our society that condition the development of children and youth—the family, the school, the community, the political structure, the welfare structure, the legal structure—and the rapid changes that these institutions are undergoing. Ten years ago the White House Conference of 1950 put emphasis on personality dynamics and emotional development—what happens to and inside a child as he grows into maturity. But the 1960 Conference, without minimizing personality development, built a bridge back

The Nation's Children—

Lessons from the White House Conference

into the world of reality outside the child. It tried to appraise our major social institutions and the way in which changes in their structure affect the realization of children's opportunities for full development.

Then there was a sharpened understanding of the fact that often it is impossible for the community, the school, even the nation to contribute directly to the development of children. Children are dependent; they grow up in families. A good part of the wisdom of the strategy and tactics of helping them develop is a recognition that we must do so indirectly, through the institutions that our society provides, of which the family is the key one.

In this connection I believe our past educational gains should be realized in the future, since we now have better educated parents than ever before. And with more and more of these better educated parents we ought soon to do a better job with the development and education of our youngsters.

My third general observation has to do with values, which became, in a sense, the favored word of the 1960 Conference. Yet even though the Conference agreed that values are crucially important, in bring-

Assessing a conference as complex as the 1960 White House Conference on Children and Youth is a difficult task. In his trenchant report of the meeting, first presented at our national convention in Philadelphia last May, Eli Ginzberg warns us that his reflections represent one man's views. But when that one man is a person with Dr. Ginzberg's knowledge and insight, his views merit prime reading time and attention.

ing up the young, there was conflict as to whose values and what values. We had religious groups and nonreligious groups. We had people from one part of the country who held views different from those of people from other parts. We had people who believed that children should have a great amount of freedom and others who put more stress on discipline. So while it is true that the Conference was value oriented, it would be misleading to suggest that there was agreement about the values to be stressed.

The puzzle of poverty and plenty

My fourth observation is concerned with what may be called the dilemma of affluence. The United States, as the conferees were of course aware, has experienced great economic growth and large increases in real income. We were worried because our young people are growing up in a world that is too easy, a world without adequate challenge. On the other hand, some of the participants—especially the proponents of programs for disadvantaged children—did not understand the discussion of affluence. Their outstanding and constant problem is the absence of adequate funds, adequate facilities, adequate personnel. Therein lies the dilemma of affluence. Part of our society is too wealthy to foster normal development, and part is too poor. We still have some distance to go before fully realizing the basic American ideal of equality.

My fifth general observation has to do with the proper balance between national goals and international obligations. The young people at the White House Conference (and they were represented according to their proportion of the population) felt

that in planning the program we had underplayed the role of the United States in world affairs and had failed to consider adequately the problems of other countries. There were seven hundred foreign delegates, and it is true that the Conference did not concentrate on their problems. It was difficult enough to encompass the whole United States, let alone encompass the world. The point is an important one, however, because as we go into the sixties we will have to keep considering how we may properly distribute our efforts and energy in solving our internal problems in relation to the still larger problems of our commitments overseas.

Quality, quantity, and other quandaries

Now a review of the Conference findings specifically related to education:

First, the conferees reaffirmed the basic American conviction that more and better education will make for better youth and a better nation.

Second, they were interested in increasing the flow of financial resources into education, with little consideration for the niceties of federal, state, and local relationships. That is, they seemed perfectly willing to have the federal government contribute much more than it has to the support of education.

Third, the conferees still regarded the school as the unique institution of American society that can help to cure the problems of the future which the past has been unable to solve. They thought of it, in fact, as the one institution that can contribute to solving the difficulties of our society.

Fourth, each representative of a group that devotes itself to children with special needs—the gifted, the physically handicapped, those in minority groups, youngsters who live on the farm, youngsters who have moved to the city—made a plea for help in solving the problems of his particular group.

Fifth, there was some awareness (I think much more than in 1950) that the enforced prolonging of education brings problems in its wake. The question of how long some youngsters should be forced to remain in school, when the school may not be able to provide them with either the stimulation or the instruction that they need, was brought to the surface even if it was not dealt with too effectively.

These were the five points of emphasis of the White House Conference on Education. Let me now give you one man's reflections on them.

The White House Conference was not really impressed with the Rockefeller report on the pursuit of excellence or with similar expressions of concern with quality. I think that the initial shock created by Sputnik has worn off. At that time all of us wanted a better quality of education—until we realized that we would have to pay for it. Then we lost interest. Therefore we are in the throes of a significant reassessment of the goals of education, and we are

surely not agreed that we should place major emphasis on excellence.

Nowhere did the Conference participants note that in the United States we have actually developed a fourfold educational system, not a monolithic one. The schools represent only one of the four cornerstones of the total educational structure. They remain by far the most important, but the armed services are also doing a tremendous educational job—in health, general orientation, skill training, basic education, and foreign language training. Industry, too, has become an educator and trainer of men. And there is adult education—not only the adult education that takes place in the classroom but also the education that goes on all the time as people learn from each other. If we are adjusting our sights to the changing sixties we must pay more attention to this elaboration of our educational structure and what it implies.

The next point that struck me was that we still maintain a schizophrenic view of education. On the one hand, we have a very positive attitude. We have, after all, developed the largest system of public education in the world, and we have supported it—if not well, at least substantially. Yet we are still anti-intellectual. The cultivation of the intellect is not yet a significant part of our national life.

Next, the Conference participants did not recognize adequately the extent to which education is limited (1) by genetic or hereditary factors—that is, by the sheer ability to learn; (2) by motivational factors; and (3) by the relationships that exist or do not exist between the school and the society. For example, I am appalled by the number of top executives in American industry who say they have no time to read a book. If they do not have time to read a book and if our leaders in Congress do not have time to read a book, then neither will the products of our schools read books.

Recommended reading

Finally, I commend to you the essay on education by Ralph W. Tyler in Volume II of *The Nation's Children*, the three-volume collection of research and survey papers prepared especially for the Conference. Dr. Tyler's essay is the best statement I have seen of the open issues in American education. He makes it clear that the American public must continue to appraise and determine what it wants the schools to do first, second, and third—and also what it would like the schools to do if they were given more personnel, more money, and more time.

My conclusions are very personal. To begin with, I would like to raise the question of whether the 1960 White House Conference on Children and Youth should not be the last one to be planned, organized, and executed in the way that it was. The Conference participants came to realize that children

cannot be dealt with except through the principal institutions that exist in our society, in particular the family. This being so, I submit that perhaps now that we have this insight we can no longer use the old approach of seeking to deal with all the problems of children in one conference.

I submit as a counter proposition that henceforth we should concentrate on selected problem areas affecting children. I think it would be quite reasonable to have, for example, a conference on improving the planning and articulation of community organizations that are concerned with specific aspects of the welfare of children.

Prime need: priorities

My concluding point is this: All told, the Conference made almost seven hundred recommendations. If every one of them were to be put into effect, the cost would probably exceed the national income of the United States. Now, this is a little disturbing to an economist, even an optimistic one such as I am. It means that if we cannot agree on what things come first and what things second, much of the effort and value of the Conference will inevitably be dissipated.

A democracy must not assume that good wishes are the equivalent of effective action. We have many people with good intentions. Everyone likes children; everyone wants children to have a good life. At the White House Conference it was easy for each group to insist that its special interest was feasible, but when all the special interests were added up, no reasonable pattern emerged. The subject on which there was outstanding (but of course not total) agreement was that the practice of segregation is in fundamental conflict with the tenets of democracy and the healthy development of youth.

As a human resources and manpower specialist, I think the Conference realized that the quality of the youth of America is being determined primarily by adults. I was impressed by the fact that while there was considerable emphasis on specialists and professional personnel, there was also increasing recognition that parents—ordinary citizens who have something to give and are willing to make a contribution—may in the last analysis represent the single most important resource we have for raising the level and the quality of the youth of this nation.

Eli Ginzberg is professor of economics at Columbia University and director of staff studies, National Manpower Council. As chairman of the committee on studies for the White House Conference he edited the three volumes of essays titled The Nation's Children, which were published for the Conference. These paperback books may be ordered, singly or as a set, from Columbia University Press, New York 27, New York.

No Longer Unaccustomed . . .

J. CAMPBELL BRUCE

SUPPOSE YOU *had* to make a speech and yet, like most of us, were scared silly. How would you like a small and sympathetic group of amateurs to practice on—an audience consisting of persons just as timid and inexperienced as you and just as eager to learn to talk well?

Such a helpful setting is provided by more than thirty-one hundred Toastmasters Clubs, whose eighty thousand members meet weekly or biweekly in the United States and in forty other countries around the world. You'll find them in Toowoomba and Wollongong, Australia; Goose Bay, Labrador; in the Azores; and, except for Wales, throughout the British Isles. In the past fifty-five years these clubs have benefited half a million men who probably never thought they would be able to make a successful speech.

What has brought and held these men together, however, is more than the chance to learn how to make a speech. It is the values gained in the process that can be carried over into all phases of their lives. Into conversation, for example. In some respects every private speech is a public speech. So is the ability to give lucid directions on a job. So is a letter. So are commands and entreaties in the home. It is not strictly with formal speech but with daily communication that the Toastmasters deal.

What the clubs provide is a *variety* of situations in which the members may practice. During his first year each of the thirty members of a club (the average membership is thirty, the maximum forty, the minimum twenty) has the opportunity for at least twelve speech experiences. In one he may be heckled, or his notes may be filched ahead of his remarks, or a Klieg light may be turned on him as in a theater or television studio. Thus the cliché "Unaccustomed as I am . . ." no longer holds, and each man acquires the habit of speaking without suffering the shakes.

Only in this crucible can he learn the intangibles that the practiced speaker knows, the first of them being to establish rapport quickly with an audience. A teacher or text may wisely tell him the importance of this first principle, but a person must test it in action before he believes it. It is the source of all confidence before an audience of any size.

Madame Ernestine Schumann-Heink, the famous

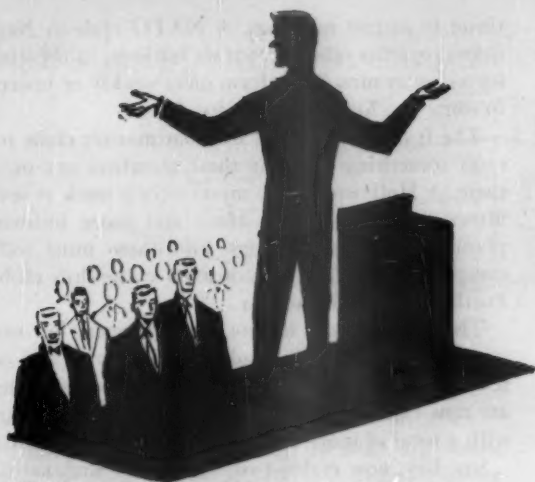
singer, used to stand quietly before she commenced her songs and repeat silently to herself the words, "I love my audience, I love my audience." Her audiences loved her in turn. As Toastmasters find out, there may be other ways to reach this moment of rapport, of intimacy with an audience, but it is essential to reach it and to have enough opportunities in enough kinds of situations to learn how to achieve it.

"Talk to an audience of many people as you would to one person." This is the principle stated by Ralph C. Smedley, who organized the first Toastmasters Club at the Bloomington, Illinois, Y.M.C.A. in 1905. Such advice was heresy in a day when orators bounced bombastic phrases off auditorium walls. But it proved sage with time, and it helps Toastmasters carry informality into public speech and the values of public speech into private talk. The basic manuals prepared by Smedley are full of apt suggestions.

For the poise that refreshes

The Toastmaster learns among other things the importance of speaking in a full voice. This helps his enunciation, keeps his mind on what he is saying, and above all gives him the assurance that comes from the strength of his own voice. The intangible factors that often make for grace in speaking—timing, for example—are also studied. The pungent power of brevity is soon realized. As the late Franklin P. Adams once said in summing up a discussion of timing, "For one thing, it means knowing when to stop. Like this." The speech that promises a terminal point and yet goes on irritates everyone.

Professional teachers of speaking emphasize the importance of practice. The Toastmasters provide such practice and, along with it, criticism by an evaluator called the "Wizard of Ah's," who seeks out a speaker's foibles and mannerisms, then describes them so that the speaker can correct them. When a new minister-member of a western group gave his "ice-breaker" talk, the Wizard of Ah's pointed out that the minister spent most of his time looking heavenward, little looking at his audience. This was doubtless natural enough for a man in his profession, the evaluator said, but it was distracting to those listening to him.



Whether your toast is one that is proposed at a banquet or the kind that is served with morning coffee, well-chosen words can brighten the occasion for your listeners and for yourself. Here's a simple way in which you and your friends can learn together to banish stage fright and become poised, pithy, and persuasive.

Whatever advice the speaker gets from whatever source he can put to the test in his club. Every beginner in the study of the art of speaking is told that fluency results from careful preparation. He may merely nod when he hears this. He will understand the truth of it only when he faces an informal but informed group in his own club. Without preparation a person may suffer the same stuttering inadequacy that the late Aneurin Bevan once experienced at a union meeting in South Wales as a lad of seventeen. A visitor said to Bevan, "You stammer in speech because you falter in thought. If you can't say it, you don't know it." Boning up hard before his next talk proved the worth of the advice.

When preparation pays off in a speech, the natural next step is to apply it to an interview, thus saving time while making the points sharper. When a man learns how fluency of speech carries the mind forward, he talks with fewer *ah's* and *uh's* and *but's* and *well's* in daily speech. When he learns that a firm and pleasing tone commands respect in talking with twenty-nine others, he pays more attention to his voice when talking with just one other person.

All sorts of questions come up in the course of the experience a club offers. There is, for instance, the question of stories and how to use them. Almost every speaker thinks he must start his remarks with an anecdote. In the club he finds how ineffectual this device may sometimes be, and discovers that a story is good only if it is a hammer that drives home a

point. If it is not appropriately used, it may only detract and distract.

Not the least important service rendered by these clubs is the chance to rehearse all sorts of talk. One of the better devices is a staged telephone conversation which is listened to and criticized by the group. In this a man tries to make a sale to a difficult client. The Toastmasters point out that a busy man speaks about seventy-five hundred times a year (thirty times a day) on the telephone, so that telephone manners and speech become an important aspect of the business of communication.

To ease the first painful steps of blocking out a speech, the Toastmasters suggest writing a letter to a friend:

Dear Bill,

I am going to make a speech at our club on the subject of _____. I want to convince the audience that _____. I plan to start like this: _____. Then I'll say that this point is important: _____. Then I'll bring up this point: _____. Then I'll end up the speech like this: _____.

The device works wonders for the beginner. It helps his thoughts to come to grips with the subject. It incidentally suggests a way to get started on any hard task: Begin here; block it out in a form that is familiar and easy in the first stages. Thus a letter setting forth the salient points of a speech helps toward an organized mind that gets down to specifics. Frank Baxter, popular TV and college teacher, says that when students tell him they can't write a paper he asks them to write a letter telling him why they can't write a paper. This relaxes them, and usually the letter turns out to be the paper—or a real start toward it.

Chatter does matter

Toastmasters training also develops better deportment in conversation. Most of us are far too casual in our talk, presuming upon the good nature of our companions, being sloppy in what we say and the way we say it. Toastmasters experience reminds a person of the proprieties of speech that ought to be observed every day.

Even technical matters having to do with platform address help to make for a more natural person off the stage. The nagging problem of gestures must be faced by every amateur speaker, whether before an audience or in an informal group. Smedley broke down a beginner's timidity in gesturing by telling him to make a speech on "Why I Can't Make Gestures." He tried it. "I wish I could make sweeping gestures like this," he began, throwing out his arms freely as if to embrace the group. "Or like this," he continued, coming forward with a strong thrust of the arm and piercing the audience with his index finger. "But all I can do is to keep my hands down here at my sides, like this, or in my pockets nonchalantly like this."

By acting it out he loosened himself up and saw how ridiculous his fear of movement had been. And whether the Toastmaster learns movement by this means or by merely holding an object in his hands while he talks—a book or a pointer or his glasses or a pencil—he soon finds how important easy, natural motions of hands are in making conversational points.

The inner confidence that comes from learning to face and influence an audience often gives a man backbone in his job. He discovers that what he fears is not an audience but himself. Learning to be resourceful on his feet, to handle or parry questions, he gets a new dignity.

A company president noticed that his accountant, who had previously kept to himself and hardly cared to speak to anyone, had a new glint in his eye and a new lift in his shoulders. He even said "Good morning" with a firm voice. Curious, the boss asked who had been feeding him meat—and discovered that learning to speak in public had spruced him up in private.

Today the Toastmasters idea has spread to persons not directly eligible for regular club membership either because they are not males, because they are not twenty-one years of age, or because of the restrictions of some kind of institutional life. To provide a program for such circumstances, Toastmasters International organized Gavel clubs, which embrace groups in veterans' hospitals and rehabilitation centers and among men and women in colleges and universities. These clubs also reach down into high schools and elementary schools, giving boys and girls practice in communication that they often do not get in regular schooling.

For example, there are now one thousand school children organized in twenty-nine Gavel clubs under the direction of the Bakersfield Toastmasters Club and the Kern County (California) superintendent of schools. The children, from ages ten to fourteen, meet once a week and conduct themselves as members of any Toastmasters Club would. But what impresses the teachers who evaluate the program is not the obvious training that students get in oral English. Their comments stress the fact that the clubs help to develop tact and judgment in criticizing others, encourage a better use of ideas, help students to rise to new situations, and stimulate general scholastic improvement.

A toast to Toastmasters

Testimony to the value of the Toastmasters idea is the variety of circumstances in which clubs—Gavel or Toastmasters—may spring up. San Francisco's Light-house for the Blind has put Toastmasters materials into Braille. A club at an Indiana mental hospital, in which staff personnel join patients as members, has proved so beneficial that discharged patients con-

tinued to attend meetings. A NATO club in Naples draws together officers from six nations. In the armed forces today men in uniform meet weekly or biweekly in some two hundred and fifty clubs.

The fealty engendered by Toastmasters clubs indicates something of what their members get out of them. A Hollywood club meets once a week at seven-fifteen in the morning. More and more industrial plants encourage meetings, and these must follow company schedules. An industrial swing-shift club in Portland meets at one a.m.

The Toastmasters do not admit women, but twenty-two years ago, with headquarters' advice and consent, the first Toastmistress Club was formed. There are now eight hundred and fifty Toastmistress clubs, with a total of more than sixteen thousand members.

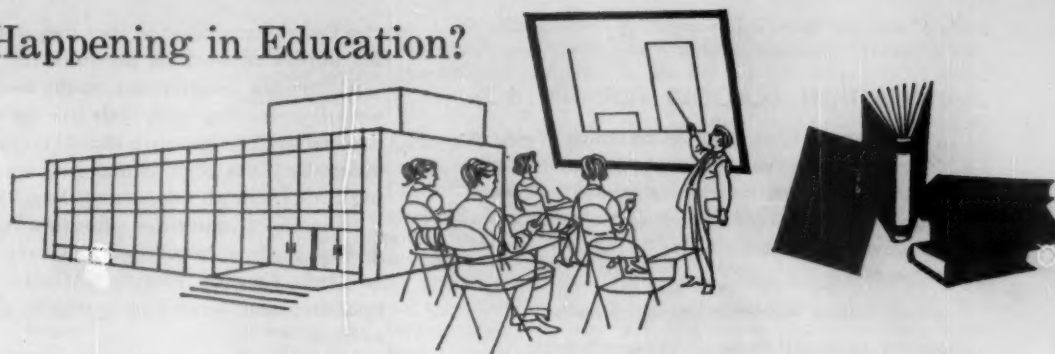
Smedley, now eighty-two, looks back with satisfaction on the growth of his idea. (He could easily have turned it into a fortune, but he signed over to Toastmasters International, a nonprofit organization, all proceeds, even to his two books.) What began as an attempt to teach young men the simple principles of holding meetings has turned into a world-wide organization. The young men at the Bloomington Y adopted the name Toastmasters because it suggested a pleasant social atmosphere, free from anything like work or study. They chipped in fifteen cents apiece for food for their first dinner meeting. The program: short speeches, with criticism by the members.

The program still holds. "I know from experience," says Smedley, "that you can no more teach a person to be a good speaker in ten or twelve lessons than you can teach him to swim with a ten-dollar correspondence course. We don't give lessons. We just get the fellows to practice."

Maybe it is only practice, but many a member has observed a remarkable change in himself that came with the experience of speaking before his fellow Toastmasters. Somehow he seems to have more ideas, and to want still more. Is it possible that, through organizing our thoughts and expressing them with clarity and precision, we release some creative-thinking mechanism that generates new ideas? Certainly the process makes us aware of gaps in our knowledge that must be filled in if the mechanism is to operate at full power. Once we have freed the channels of thought through communication, we can embark on a quest for more knowledge—which in turn means more education.

J. Campbell Bruce, a staff member of the San Francisco Chronicle, has been a newspaperman for thirty-three years except for a year and a half during World War II, when he served in China with the OWI. Today he lives in California with his wife and three children. His book, The Golden Door, deals with our country's immigration laws.

What's Happening in Education?



- *My son has difficulty keeping up with his classes because he reads slowly. Would a remedial reading class help him?*
—W. C. R.

It might. Most remedial reading programs, however, concern themselves with specific reading problems rather than with speeding up the rate of reading.

Recently I got firsthand information about two reading programs that have been producing startling results.

At Boston University I watched a summer student class at work in the reading clinic under the direction of Mabel A. Noall. Boys and girls ranging from eleven to eighteen concentrated independently on their particular reading problems. Some studied exercises to improve their knowledge of map and chart reading. Many of them sought to improve their reading speed.

This is how they worked: At the back of the room a simple device buzzed once every minute. The reader was equipped with some thin strips of cardboard (each matching a different size of type) marked off with three black pencil lines. When he dropped the strip that matched the proper type into his book, like a bookmark, the pencil lines could tell him his reading speed. He started at the top of the page as the buzzer signaled. If he reached the first black mark when it buzzed again he knew he was reading at the rate of a hundred words a minute. If he reached the second black mark in a minute his rate was a hundred and fifty words a minute. And so on. Each youngster worked by himself.

As the period ended, I put a question to one boy: "Does this help you?"

"Yes," he said, "when I came here two weeks ago I read at a hundred and fifty words a minute. Now I'm up to two hundred and fifty words a minute. It will help a lot with my homework next fall."

"Do they remember what they read when they go faster?" I asked Dr. Noall.

"Our tests show that generally comprehension improves with faster reading."

Two weeks later at Rutgers University I heard

about the visit of four teen-agers from Washington, D. C., to an English teachers' workshop. The three boys and one girl had received training in the Evelyn Woods Reading Center described recently in *Time*. At the workshop these youngsters were given books containing fairly difficult nonfiction text. The content of the books was known in advance by the teachers but was entirely new to the students. The four teen-agers whirled through their assignment at around two thousand words a minute. As they finished, the astonished teachers asked detailed questions, which the youngsters answered without difficulty. They knew what they had read.

At the coffee hour I talked with a teacher who herself had taken this course. She told me that she now reads a short book like *Night Flight* in twenty minutes; Dickens' *Bleak House* in three hours. Speedier reading leads her, she said, to read a book two or three times for different purposes—first for the characters, then for the plot. She does this in less time than it used to take her to read the book once.

What is the secret of faster reading? As children we learned to read aloud. Often we would read word by word with painful slowness. These habits carry over into adulthood. Instead of training our eyes to gather in a group of lines or an entire paragraph, as in looking at a picture, we plod along at not much better than our old word-by-word reading rate. (Some individuals, on the other hand, are born with a special kind of visual perception that makes fast reading natural.)

Advocates of faster reading have come up with a variety of methods to help increase reading speed, and each has its merits. A person can increase his reading speed by himself. In fact, almost anyone—man, woman, or child—can read faster.

Our growing reliance on print puts a premium on faster reading. The fast reader, for example, nearly always makes high marks in college. At present most of us slog along at an oxcart reading speed, but the time is not far distant when boys and girls will read at twice and thrice the speeds that are now accepted as normal.

STRENGTHEN SCHOOLS FOR THE 60's

November 6-12 is American Education Week, so it's time to remind ourselves that this important observance is at hand. Parents and teachers will want to give special thought to each of the daily topics that develop this year's theme "Strengthen Schools for the 60's."

SUNDAY: Serious Students—Stronger Schools

MONDAY: Interested Parents—Stronger Schools

TUESDAY: Able Board Members—Stronger Schools

WEDNESDAY: Quality Teachers—Stronger Schools

THURSDAY: Ample Funds—Stronger Schools

FRIDAY: Challenging Curriculums—Stronger Schools

SATURDAY: Lifelong Learners—Stronger Schools

Materials to help you plan your program for the week may be obtained from American Education Week, National Education Association, Washington 6, D. C. Of course you'll also want to use the National Congress booklet, *Looking In on Your School*, as a guide in strengthening your own school.

• *Our board of education recently requested all teachers in grades five to twelve to require homework regularly. Is this practice common?* —R. T.

• *Sometimes I think homework assignments are more for my husband and me than for the children. At least that is the way they often end up. Why can't this work be done at school?* —Mrs. S. D. R.

The current nation-wide trend toward tightening up education leads to more homework assignments. Policies differ in each town and each school and keep changing. Few topics have received more study and more discussion. (See "Opinions by Post" in last month's *National Parent-Teacher*.) "Homework," it has been said, "is one message from the school that is heard and felt in every home."

On some aspects of homework there is wide agreement. For instance:

Homework should never be assigned as punishment. Its purpose should always be educational, not disciplinary.

Homework should be carefully adjusted to the child's abilities. There should be none in the early grades, very little in the middle grades, regular but not too taxing assignments in junior high school, and longer and stiffer tasks for high school students.

In high school, teachers of different subjects should

check with each other so that they don't pile a crushing burden of work on the students.

Homework assignments ought to be confined to weekdays, leaving week ends free for other activities.

Homework assignments should recognize individual differences. Not all boys and girls are equal in learning ability; not all home conditions foster homework.

In many communities educators and parents have made a study of homework and have set up policies. In Dade County, Florida (Miami), a year of co-operative head scratching produced agreements such as these:

"Home study is considered essential to the development of acceptable work habits because it requires the pupils to read, outline, and organize their work and to assume personal responsibility.

"Home study should increase gradually from approximately one to one-and-a-half hours per night in junior high grades to approximately one-and-a-half to two hours in senior high school.

"Plans for home study and for conferences with teachers should be coordinated. . . .

"Home study will be more effective if a conference with parents results in their understanding the purpose of the assignments and ways in which parents can help."

Speaking of parents' helping, there are better ways than Father's doing Jimmy's long division problems. For example, a teacher asked his pupils to bring to school a list of all their family arithmetic problems for a week. One father, a truck driver, showed his boy the records he had to keep of the road-building materials he delivered. One mother discussed food costs with her child. What this mother said reveals an important facet of the homework issue: "It gives you a good feeling to know that the teacher thinks you've got sense enough to be of some help."

Edgar S. Bley, coordinator at New Lincoln School, New York City, presents this test of good homework:

"Homework at New Lincoln is an extension, not of our school day, but of school activity—with assignments that can better be done away from school. The first and most important category is primary research. . . . The second general category deals with collection of information from, or sharing ideas with, families. . . . The third category concerns situations in which children involved in something like creative writing or writing reports wish more time than is available in class to elaborate or revise their thoughts."

For more on this topic see *Guided Study and Homework* by Ruth Strang in the series *What Research Says to the Teacher*, published by the Department of Classroom Teachers. If your library doesn't have this pamphlet, it is available for twenty-five cents from the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C.

—WILLIAM D. BOUTWELL



notes from the newsfront

Tribal Libel.—American Indians are on the warpath over TV shows that distort the role of their ancestors in history, portraying them either as ruthless savages or as stupid bullies. They point out that the supposedly bloodthirsty Indians were really fighting to defend their homes and their way of life against what they considered to be invasions by the white man.

Says Harry J. W. Belvin, principal chief of the Choctaw Nation, "There is no excuse for TV producers to ignore the harm that may be done to the children of America by repetitious distortion of historical facts pertaining to the way of life of any race or creed, including the American Indian."

The Indians and their champions plan to submit to President Eisenhower a protest against false TV portrayals of Indian history.

The Salary Rocket.—How have 1960 college graduates made out with their job choosing? (That's the way it was this year; few graduates had to do any job hunting.) The salaries offered them averaged \$458 a month (as against \$447 a month last year), plus "bonuses" for people with special qualifications. Engineering paid the best salaries—an average of \$600. Next came accounting (\$500 a month), retailing (\$450), sales and management (\$425), advertising (\$400), and government service (\$400). Journalism and teaching offered a paltry \$380 and \$375 respectively.

The Bald Truth.—Women are getting balder and balder, says Irwin I. Lubowe, a dermatologist at the Metropolitan Hospital Center in New York. Fifteen to 20 per cent of all females past adolescence as well as many teenagers are afflicted with thinning hair or early baldness. The major causes are said to be improper use of home-permanent preparations, cheap hair dyes, excessive use of strong lacquers and hair sprays, pony-tail hairdos, and pressure from pin curlers left on overnight.

Child Health Day Comes Early This Year.—Child Health Day, formerly May 1, has been proclaimed by President Eisenhower for October 3. The day has been observed by presidential proclamation every year since 1928, appropriate federal activities being sponsored by the Children's Bureau. States and communities often take advantage of Child Health Day to call attention to a particular condition affecting children or to enlist public support for a program aimed at their welfare. One community has signaled the day by conducting a campaign for immunization against diphtheria and smallpox. Others have used it to emphasize the importance of birth registration, community planning, prevention of home accidents, and physical examinations for children starting to school.

Focus on Space.—Is somebody in your family a shutter bug? If so, there may be a fine career waiting for him in the missile, rocket, and space exploration program. In this area the supply of trained photographers is lagging far behind technological developments, declares Joseph H. Snyder, president of a film-manufacturing company. Mr. Snyder urges industry to sponsor more scholarships that will enable technical-

ly inclined high school students to pursue courses in photography. One place to obtain this training is the State University of New York Agricultural and Technical Institutes, which offer a two-year course at college level including basic training in such subjects as electronics, sensitometry, and optics. So far, each graduate has had an average of fifteen posts to choose from.

Are Special Classes Necessary?—Should visually handicapped children be educated in special classes or along with fully sighted pupils? "Both," replies Lincoln School, Schenectady, New York. The school has a specially trained teacher who helps children with faulty vision learn to study, work, and play with sighted pupils. The youngsters have their own lessons in reading, written expression, mathematics, and special project work, but they join regular classes for citizenship, art, music, physical education, and French, as well as for entertainments and excursions. The aim of the program is to prepare the handicapped children to fit into regular classes when they reach junior high school.

Peel Appeal.—What color do you like your potato to be? If you are like most other Americans, you prefer white, so that's the color you get here in the United States. But in other countries potatoes come in blue, yellow, pink, and red, the Department of Agriculture reports.

Hard on the "Soft Sell."—Advertisers assert that they are "educating the public" to buy more cars, tobacco, patent medicines, and so forth. But is this education? No! declares Abba P. Lerner of the University of California. "Persuasion is not education," Dr. Lerner points out. "We are spending one hundred billion dollars on goods that we do not need and another ten billion dollars in persuading ourselves to buy them."

Insurance Program.—What's the best insurance against a recession? A college education. During the 1958 recession a college graduate had almost twice as good a chance of holding his job as did a person with an elementary school education. A study made by the University of Michigan Survey Research Center in cooperation with the U.S. Bureau of the Census showed that a college graduate had a 90 per cent chance of being employed for the full year, a high school graduate had a 75 per cent chance, and a person with less than nine years of formal education only a 50 per cent chance.

MANY YEARS AGO James S. Tippet, a respected educator and author, said that architects who build school buildings and houses with the windows so high that young children cannot see out of them should be made to eat the bricks and mortar from the window sills all the way down to the child's eye level. (What would Mr. Tippet say about many new ones—minus all windows?) His fury was based on his genuine feeling that the architect's design was intentionally made so as to keep the young child cut off from the outside world. Mr. Tippet felt that to force children to have so much of their learning take place in isolation was to separate learning from the realities of living. This is very limiting for the young child, particularly at an age when his desire to learn more and more about everything is so extremely high.

The sources from which a child may learn about so many things are far more numerous today than they were years ago. In addition to looking out of the windows, looking at books, having stories read to him, and listening to records and radio programs, the young child now also has television, from which an almost endless fund of information comes his way. And we must also add to these look-and-listen sources his many contacts with people. He learns from the children he plays with at home, in nursery school and kindergarten, and on the playground. And of course he learns a tremendous amount every day from his parents and other adults, including his teachers.

As a result, the young child of today has a large speaking vocabulary dealing with a great variety of things. Some of them he may not really understand, but he talks easily about them, using words he has heard many times at home, in the market, on the playground, and over the radio or television. By contrast, there are other things he talks of frequently about which he seems to have an amazing amount of information and even understanding.

Wise beyond their years—or only informed?

Here I am reminded of a five-year-old who spoke to me with genuine enthusiasm about jets, rockets, and the moon. When I questioned him a little, I was amazed at his ability to go into considerable detail. He explained that he got this information from television newscasts, from the newspaper headlines people read to him, from some of the big boys whom he watched play baseball, and from discussions at the family dinner table.

I came away from the conversation with the feeling that many young children have more information about certain areas of science than many adults do. I also felt, however, that a little boy who had the ability to assimilate all this information might be misunderstood by other children. This misunderstanding could stem from a feeling that they couldn't compete, being less informed and unable to express

THE WORLD

FRANCES R. HORWICH

"Miss Frances" of TV's Ding Dong School

themselves on these subjects. Or it could come about because their interests were more typical of the average five-year-old, and they consequently preferred to play games other than his.

An equally serious misunderstanding of such a well-informed child might also result if his parents and teachers should forget that physically and emotionally he is still only a five-year-old boy. When he talks in terms of jets and rockets he may seem like a big lad of ten or twelve, but in reality he is still only a five-year-old who will—and should—continue to show the behavior characteristics typical of the little boy that he really is. Like other children his age, he will still have limited powers of concentration. He will desire to help with things that he normally can do. Also, he will cry and sulk in an effort to get his own way, and dawdle and delay just when time is of the essence. He should not be expected to assume responsibilities suitable for an older child merely because he is advanced in one area of knowledge.

Respecting the principle of readiness

The temptation to push a child beyond his chronological age is a hard one for adults to resist. The world moves fast in this jet era, and as its new inventions come along, people seem to move faster and faster. Unfortunately the pressure of this speed reflects itself in the relationship between parents and child. They tend to push him this way and that, starting when he is just a toddler.

Before the child is physically large enough, or has the muscular coordination to manage it, his parents buy him a tricycle. Once it is purchased, they feel a need for him to learn to ride it immediately. Day

from Three-Feet- High



after day they work with him, urging him to persevere at pushing the pedals and steering the wheel at the same time. Some believe this training in perseverance is good for the child, on the theory that he should learn to work hard at a task until he has reached the goal.

That theory, however, is applicable to young children only when the goal is within their range of physical and mental ability. To push a child to accomplish something he is not ready for may or may not do him physical harm, but it often creates an emotional strain that leads to such nervous habits as nail biting and hair twisting. Being forced to learn to ride a tricycle before the child is ready to do so makes the riding an unattractive task, associated with adult displeasure and unrelenting pressure. It will even produce emotional outbursts on the part of parent and child; whereas, if the tricycle is provided when the child is physically and emotionally ready, he will undoubtedly learn after one or two attempts, and thoroughly enjoy the experience.

As with learning to ride a tricycle, so it is with learning to read, dance, solve arithmetic problems, and other accomplishments. Not all children are ready to learn these things at the same time. One may be ready to accept the challenge at the early age of three because he is genuinely interested. Another may not be ready until he is five or six. This does not mean that the one child is brighter than the other. It just illustrates the fact that each child is a different individual, having his own particular interests.

These interests generally spring from the youngster's immediate surroundings. Interest comes from seeing, hearing, and doing. A child who has never seen his mother bake a cake is not likely to be interested in learning how to bake one. Interest in doing a thing is the strongest of all incentives, whether one is three or twenty-three. It can be "caught," too, from other people who clearly are deriving pleasure from some activity.

Since interest plays such an important part in stimulating a child's desire to learn, let's consider what appear to be the dominant interests of today's young children. And because interests are closely linked to needs, let's look at these together.

"When we were very young" there were no TV's, no jet planes, no atom-powered submarines, no prospects of landing on the moon. Still, the world was an exciting place because to us it was new and we were full of wonder. Today's children are the same. If we can recapture that sense of wonder, we can perchance gain admittance to the extraordinary world in which they lead the charmed life of eager, purposeful explorers.

"Musts" on the agenda of childhood

Children need to be physically active out of doors in order to develop strong and healthy bodies and also to be able to live more quietly indoors. This means that they should play outside every day—running, jumping, climbing, and swinging, so that they will strengthen their large muscles and learn how to coordinate them. It does not mean just sitting on the front steps of the apartment building or riding a tricycle back and forth on the sidewalk, although the latter does help. So you walk the child to the nearest playground and enjoy various activities with him while you keep an eye out to make sure that he is safe. The outdoor play activities of a good nursery school program generally take care of the child's need for this supervised, active play.

When adults are enthusiastic about a child's need for outdoor play, his own desire and enthusiasm are very high. He loves it. But when the parent thinks of it as something that has to be done, and goes about arranging for it in an almost cold, mechanical manner, the child reflects his parent's attitude and loses interest.

Since young children cannot create out of a vacuum, they need to see what is happening in the neighborhood and community in order to develop their own ideas. This enables them to express their thoughts in many different ways. They are interested in seeing the men at work constructing a big building, the small and big airplanes arriving and taking off at the airport, the animals and birds at the zoo, the farmer milking his cows, the firemen polishing the fire engine, the mother dog with her puppies. They want to see these things, to get their information firsthand, rather than always having to hear things from someone else or through a storybook. Moreover, they want to see them again and again, because each time they see some things that they missed before. One reason why the child enjoys riding on the bus or going for a drive in the family car is that he gets to look at so many things.

When the child sees a cloud in the sky, it looks like something that interests him—a bear, a mountain, a piece of cotton. When he sees a man digging a hole in the ground, he sees enough to be able to go back home to his blocks and toys and create a meaningful dramatic experience. Or he may paint or crayon a picture that tells a complete story, far beyond the mere digging of a hole. A child sees so much more in the experience than does an adult!

How could it be otherwise? What a breath-taking experience it must be to go exploring in this grand and beautiful and curious world of ours, each day seeing something for the first time, each day seeing

some new facet of an object already encountered! When he is older he may have the thrill of pitching his own tent or viewing a rocket launching or scoring a home run for his team, but no excitement of later years will ever equal the first-time rapture of watching the garbage man load his truck or "helping" the postman make his rounds or holding a newly hatched chick in his small palm. Never again, once childhood is past, will each day's living be illuminated with "the glory and the freshness of a dream," as Wordsworth has it.

For us adults the glory and the freshness of our childhood have faded away into the common day of adulthood. Preoccupied with the responsibilities of home or job, we can hardly remember what it was like to see the world as brand new and unblemished. But now and then, in some small degree, we can recapture our own golden days through the joy and wonder that light the eyes of children.

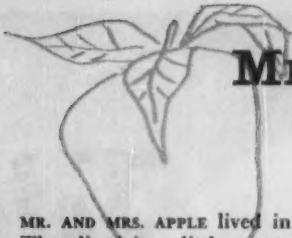
Not only does a child see things that a grownup has forgotten how to see; he can be things and people quite outside himself, in a way that adults can't even if they want to. Such make-believe is one of the great interests of young children in their play, both alone and with others. In this way they identify themselves with those whom they love, respect, and worship as heroes. The little girl plays the role of mother, doing with her dolls the many things that her mother does with her. The boy, although he is on a tricycle, pushing the pedals furiously, thinks he is an airplane pilot, a policeman on a motorcycle, or a racing car driver. For the time he truly believes wholeheartedly and enthusiastically that he is any one of those individuals for whom he has the greatest respect.

Often this type of play is referred to as imitation. Actually it goes deeper than merely imitating what the adult does. What the child really wants is absolute identification with the adult. In his play he wants to be recognized and accepted as the very person whom he believes himself to be. This is wholesome and good. It stimulates the child to study and observe more keenly the variety of things these adults do. And from it comes a kind of learning that no substitute source can provide.

Seeing the world from three-feet-high means that the young child should not only be allowed but also enthusiastically encouraged to see, hear, talk about, and share in what goes on indoors and outdoors, in his home, at school, in his neighborhood, and in his community. What he learns during these very early years of his life exerts a strong influence, for good or bad, when he is of elementary and high school age.

The young child's many and varied interests, combined with an abundance of energy, should make most adults realize that, small as he is, he has a tremendous capacity for learning not only the simple ways of life but also many that are quite complex.

An article in the 1960-61 study program on the preschool child.



Mr. Apple Names the Children*

A READ-ALOUD STORY

MR. AND MRS. APPLE lived in the city. They lived in a little apartment in a big apartment house. When they first went to live in the city there were not any little Apples. Now there were five.

The oldest Apple boy was named MacIntosh. This was Mr. Apple's idea. He said there was no use having a name like Apple if you just called your children by ordinary names. "George Apple or Tom Apple would not do at all," said Mr. Apple. So the Apple children were named for real apples.

Mrs. Apple did not like this idea of Mr. Apple's very much.

"MacIntosh is much too big a name for a tiny baby," said Mrs. Apple.

"He will not be a tiny baby long," said Mr. Apple. "We will call him Mac."

Mrs. Apple saw that Mr. Apple wanted very much to call the baby MacIntosh. "Very well," said Mrs. Apple. "We will call him Mac." She knew she could not have her own way all the time. Mr. Apple must sometimes have what he wanted. So when the second little Apple came he was named Jonathan. He was called Jon.

Mrs. Apple got used to the idea of MacIntosh and Jonathan for her two boys. She even boasted a little bit to the neighbors.

"Mr. Apple is very clever," Mrs. Apple would say. "No one but a man as clever as Mr. Apple would have thought of naming his children for real apples."

Then the first little girl came along. It was much harder for Mr. Apple to think of an apple name for a little girl.

"If she had been a boy," said Mr. Apple. "I could have named her Spitzenberg. She could have been Spitz for short."

"She is not a boy and she cannot be named Spitzenberg," said Mrs. Apple. "A little girl should have a pretty name. She cannot be called Spitz."

"How would Delicious be?" asked Mr. Apple. "There is a fine apple named Delicious."

"Delicious is a beautiful name," said Mrs. Apple happily. "I think we will call her Delia for short."

The fourth little Apple was also a girl. Mr. Apple had a hard time indeed to find an apple name for her. He

thought and thought. But he could not think of an apple name for another little girl.

One day Mr. Apple said to Mrs. Apple, "I know what I will do. I will go to the library and look in a book."

"In a book!" said Mrs. Apple. "Is there a book with apple names in it?"

"Yes," said Mr. Apple. "I am sure there is. There is a book for everything."

So Mr. Apple went to the public library. He said to the librarian, "Have you a book that will tell me the names of apples?"

"Yes indeed," said the librarian. "We have a Garden Encyclopedia."

Mr. Apple took the big book and sat down at a table. He hunted through it for an apple name for his second little girl. He wrote many names on a piece of paper. Then he took the Garden Encyclopedia back to the librarian.

"Thank you," said Mr. Apple.

"Did you find what you wanted?" asked the librarian.

"Well," said Mr. Apple, "I found a great many names, but they are not very good names for a little girl."

The librarian looked surprised. "I thought you wanted names of apples," she said.

"So I did, so I did," answered Mr. Apple.

He did not stop to explain. He wanted to get home. He wanted to see if Mrs. Apple would like the names he had found.

"Did you find a book of apple names?" asked Mrs. Apple as soon as Mr. Apple came home.

"Oh yes," said Mr. Apple. "There is a big, big book of apple names in the library. It is a Garden Encyclopedia."

"It was very clever of you to think of going to the library," said Mrs. Apple.

"That is what a library is for," said Mr. Apple.

"What names did you find?" asked Mrs. Apple anxiously.

"Well," said Mr. Apple, "that is the trouble. There were many fine apple names for little boys. If she were a boy, we could call her Fall Pippin or Baldwin. I am very fond of Baldwin apples," said Mr. Apple. "If she were only a boy I would name her Baldwin. We could call her Baldy for short."

"She is not a boy," said Mrs. Apple. "And she cannot be called Baldwin.

She cannot be called Baldy. She is a sweet little girl. I like little girls."

"I like little girls, too," said Mr. Apple. "But it is so hard to find good names for them."

Mrs. Apple did not say that of course the baby could be called Nancy or Mary or Elizabeth. She did not want to hurt Mr. Apple's feelings.

"What were some of the other names in the Garden Encyclopedia?" asked Mrs. Apple.

"There is an apple called a Snow Apple," said Mr. Apple.

"Snow Apple," said Mrs. Apple. "That is very pretty. I think we will name the baby Snow. She will not need a nickname."

Mr. Apple was very pleased that Mrs. Apple liked one of the names he had found. Snow was a good name for the baby. She had very white skin and bright red cheeks. She looked like a little round snow apple. Mr. and Mrs. Apple were happy to have found just the right name for her.

After a while the fifth little Apple came. The fifth little Apple was a girl, too! Mr. Apple was quite upset again.

"Oh, dear, oh, dear," he said. "I cannot possibly think of another apple name for a little girl."

"Well," said Mrs. Apple, "four of our children have apple names. Why not just name this one Nancy or Mary or Elizabeth?"

"No, no," said Mr. Apple. "Those names will not do for an Apple child. I wish I could think of an apple name for a little girl."

"There!" said Mrs. Apple in excitement. "An Apple—An Apple."

Mr. Apple looked at Mrs. Apple in great surprise.

"What do you mean by saying an apple over and over again?"

"Why, don't you see?" replied Mrs. Apple. "We can call the fifth baby An Apple."

Now Mr. Apple saw that Mrs. Apple wanted very much to call the little girl Ann. He did not like this idea of Mrs. Apple's so very much. But Mr. Apple knew that he could not always have what he wanted. So he said, "Ann Apple is not a bad name. At least it makes sense. Nancy Apple or Mary Apple or Elizabeth Apple would not make sense."

So the fifth and last little Apple had a real little girl's name, and that pleased Mrs. Apple very much.

*From *Mr. Apple's Family* by Jean McDevitt. Copyright 1950 by Jean McDevitt. Reprinted by permission of Doubleday and Company.

Evaluations of TV Programs

The Untouchables. ABC.

This is tense, suspense-packed drama depicting the FBI's battle to crush the crime syndicates of the 1930's. The episodes purportedly are based on the career of F.B.I. agent Eliot Ness and his little squad of "untouchables," famed for sending Al Capone and some of his associates to jail. That a particular group of law-enforcement officers should be singled out as untouchable—that is, not bribable—is a measure of the corruption of the decade. Whether the events portrayed in this series are authentic or not, they are fairly credible.

No one is likely to be attracted to a criminal life by *The Untouchables*. Crime is shown as a nasty, unglamorous, underground business carried on by ruthless, calculating characters, fearful and suspicious of each other. The underlings of the underworld are expendable pawns in the game of the kings and queens of gangsterdom. Yet the gangsters are not stereotyped bad guys. Bad they are, but they are still individualized human beings, functioning outside the law but within the human range. They include the smooth, the glib, the clever, the cruel, the stupid. They know love, fear, and desperation, yet the script cleverly precludes sympathetic identification with them.

There is nothing glamorous about the federal agents or their jobs either. The untouchables are not supermen. They can be outwitted and outmaneuvered by the gangsters. Sometimes they catch the small fry while the big game gets away. Neither are they humanitarian social workers.

Dealing with tough, formidable foes, they can be tough themselves. Although the spotlight naturally focuses on their footwork and gun work rather than on their less dramatic brain work and paper work, Walter Winchell's crisp clipped background comments make us occasionally aware that the conquest of crime takes patient intelligence and plodding persistence as well as dash and daring.

In this action drama, there is no psychological probing, no sentimentality, no idealization. There is plenty of gunplay and brutality, but the violence rises legitimately from the action and characters involved. Chalk up another crime thriller on the overlong list of TV's violent offerings, but credit this one with skillful scripts, imaginative casting, and good acting.

Matty's Funday Funnies. ABC.

A cat called Katnip, a mouse called Herman, and a friendly little ghost called Casper are among the main characters in this litter of cartoons. Nothing could be sillier than the title except the sequences involving Katnip and Herman, which are as humorless and predictable as most cat-and-mouse antics. Come to think of it, is there a child left who doesn't know that no matter how great the odds, the little mouse, be he Herman or Mickey, will find ways to plague the cat and finally best him? Just a few more such cartoons—heaven forbid—and we may be prompted to organize a union or, better yet, a humane society for long-suffering cats who never, never have succeeded in their villainy.

The friendly little ghost also suffers great odds but, have no fear, he too emerges triumphant. Although adults may shriek in terror as they behold his ghostly image, the children whom he loves, love him dearly. Unlike their elders, they are not hidebound by corporeal notions. Not for them

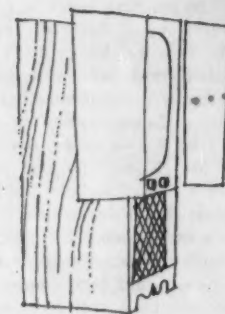
is someone unlike themselves to be shunned. Instead they play with Casper and accept his supernatural powers with unquestioning delight. And Casper? Well, his bodiless soul is warmed by their companionship. It's fortified too, we would guess, for those hours when he must return to his haunting-grounds, there to withstand the jibes of adult ghosts who sneer at him for not wanting to do what everyone knows ghosts are meant to do—scare the gizzards out of people.

Wouldn't it be wiser to play down Herman, Katnip, and their cronies and play up the little ghost? He may make it hard to tell children what ghosts really are—as if we knew. But whatever we say, the children will still see a gallant little spirit who seeks only to be friendly with earthly boys and girls.

Alcoa Presents. ABC.

For some the mention of a story of the supernatural calls forth images of sheeted apparitions, mindless monsters, clanking chains, blood-chilling shrieks, and the other rusty machinery of the primitive horror story. So far as TV is concerned, it is to be hoped that these ghosts were laid finally to rest with *Shock Theater*. The subtleties that intrigue the viewer in *Alcoa Presents*, when it turns (as often) to the supranormal, are woven of far more delicate stuff.

First, a situation apparently from ordinary life—people traveling somewhere or working at a job like our own. Then a slight shadow of ambiguity. Something has happened that we can't quite understand. It's almost as if—it couldn't be that—but it is. And without half knowing it we have swung over into the world of fantasy, submitting to that "willing suspension of disbelief" that Words-



A FAMILY GUIDE FOR

T FOR vision



worth called the heart of poetry. If such a thing could happen, we feel, this is the way it would be. The dramatist's imagination has meshed with our own.

Occasionally the magician's hand is too heavy or too slow, and the rabbit climbs wearily out of the hat and falls flat on its face. If such a failure is dull or ludicrous, this fact is a measure of the artistry that goes into a successful performance.

A few times the show has gone beyond mere strangeness. Characters and incidents came through as symbols, bodying forth ancient questions and conjectures. But mostly here is sheer fantasy, expertly contrived, for those of us who like such airy, eerie diet. This undoubtedly includes many hardheaded adults but few children. Their youthful heads may be spinning with the spaceships, but their little feet are planted firmly on the ground.

Ed Sullivan Show. CBS.

It has held up amazingly well through the years in the public esteem and (what's not always the same thing) the popularity ratings, this program that spices our Sunday evenings with acts by top entertainers from all over the world. Of late, however, there have been hints that somebody is growing tired. Is it the majestic master of ceremonies, saturnine Ed Sullivan himself? Is it the viewers, oppressed by the monotony of never ending novelty? Is it the performers, returning again and again to repeat the stunts and stunts that once appeared so dazzling?

Most likely it's a more fundamental failing: The level of quality has been flattening out. There are too many animal acts, too many acrobats, too many effortful comedians, too many smartly styled songs and songsters, too many brief clips from current motion pictures, each equipped with

its own live stars eager to do a timely promotion job. There are far, far too many introductions of people in the audience we could get along just as well without meeting.

True, we have been treated to memorable episodes, such as the Takarazuka Dancers; Charlton Heston's readings from the Bible; an excerpt from Gian-Carlo Menotti's opera, *The Consul*; and incomparable singing by Risé Stevens and several other stars of the Metropolitan Opera Company.

We're grateful for these benefits. But alas, they're getting to be fringe benefits. Ever more rarely do performers of genuine artistic caliber venture forth between the plate spinners and the performing dogs. When they do come, all we get is an unsatisfying glimpse of them. (What's five minutes of a scene from Shakespeare, or a few bars from an operatic aria?) Then, too, fine artistic talents are often sadly misapplied on stuff far below the performers' abilities and the audience's appreciation. (Why waste Roberta Peters on a juke-box song?)

Real variety is more than miscellany. It needs high points that stir us with beauty and wonder to balance the low points that only startle and excite. It needs some episodes that amaze as well as some that amuse. It needs a measure of laughter that carries an echo of graver thought. From an old pro like Ed Sullivan we have a right to expect more than an outdated vaudeville bill. We hope he remembers that variety, like any other spice, quickly dulls into tastelessness. We'd be sorry to think it could happen here.

What's My Line? CBS.

Being curious about who people are and what they do is such a universal quality that it probably harks back to the time of creation. Indeed the first thing Eve said to Adam may well have been "What's your line?"

Appealing to this inherent curiosity that most of us possess to some degree, *What's My Line?* has had a wide vogue and a high rating ever since it first appeared on the air. Its loyal followers have included eggheads and scramble heads, western addicts and documentary worshippers, the soap opera set and lovers of Shakespeare. And over the years we have seen the panel puzzled by an encyclopedic range of occupations and professions including practically every legitimate oddity one can think of.

In recent weeks alone we've been treated to a pizza taster, a zipper tester, a quartet of brothers all of whom are registered nurses, a fifteen-year-old girl who rides Brahma bulls in rodeos during her summer school vacation, and a hog auctioneer from Scotland. What gives this show its sparkle is the polish and easy charm of its regular panel members—and also, of course, the wit and affability of its moderator, John Daly, who during the rest of the week is ABC's serious-minded news chief. Half of the fun is seeing Mr. Daly entangle himself in a web of words, only to emerge from it gracefully and with all his grammar intact.

If any fault is to be found with this program, it is on two counts—the time and the sameness of its mystery celebrities. Many parents wish the show could be broadcast earlier so that children as well as grownups could watch it. Others point out that the mystery guests are usually celebrities who have a show on Broadway or one that is about to open there. "Why," asked one viewer, "can't we have more guests like Jesse Owens and Carl Sandburg?" And we echo, "Why not? Why must they so often be stage or screen personalities—as if these were the only celebrities we're interested in?"

Yet to view *What's My Line?* as anything but light entertainment would be to do it an injustice. Surely it doesn't

BETTER VIEWING

pretend to be a *Small World* or a great *Conversation*. If it seldom stirs our minds, neither does it ever offend our taste. Although we seldom get a glimpse of our panelists' more serious thoughts, we are often delighted by their perceptive probing and clever deductions. And here at least is spontaneous wit rather than a forced gaiety that passes for comedy. If this show does nothing else, it proves that people are still capable of uttering a bright line that it didn't take six gag writers to build up to.

What's My Line? deserves a long life, strengthened by Dorothy Kilgallen's adroitness, Bennett Cerf's puns, Arlene Francis' good humor, and the delightful circumlocutions with which Mr. Daly disarms them all.

Bright Prospect

Brigham Young, NBC.

This new American opera (formerly titled *Deseret*) by Leonard Kastle tells the story of the leader of a Mormon colony. It will be presented by the NBC Opera Company on November 12. Other operas (all to be sung in English) scheduled for the season include *Boris Godunov*, by Musorgsky; *The Love of Three Kings*, by Montemezzi; and *Amahl and the Night Visitors*, by Gian-Carlo Menotti.

"See America with Ed Sullivan," on the Ed Sullivan Show. CBS.

This feature will be presented once a month. Each program will try to capture the spirit and tradition of a different city of the United States.

Eyewitness to History. CBS.

These programs, which appeared only occasionally last year, will arrive weekly this season. Each program is intended to cover the single most significant news story of the week through documentary films, reports, and commentary by newsmen around the world. The network promises that the series will constitute a new major source of information for the American public.

Omnibus. NBC.

"Omnibus" means "for everybody," and everybody is overjoyed to see this fine show return after a year's absence. The producer, Robert Saudek, has been responsible for some of the finest productions on television. Thirteen shows are promised.

Robert Herridge Theater. CBS.

This richly diverse collection of twenty-six shows, ranging from tragedy to pantomime, has found a hard time getting on the air. Too unconventional? Too ambitious? Too thoughtful? The following statement by Mr. Herridge, the producer, will give you some idea what to expect: "Television should send you into yourself and then back into the world—and you should feel it has enlarged your awareness of things." Mr. Herridge believes that the levels of taste and interest are rising among sponsors and advertising agencies as well as among viewers. Let's help to justify his conviction.

The Influential Americans. CBS.

A special one-hour program presenting an on-the-scene report of bold new experiments in the utilization of gifted public school teachers. The review will focus on gifted teachers at work in Newton and Lexington, Massachusetts; Evanston, Illinois; Jefferson County, Colorado; and the six-state area covered by the Midwest Program on Airborne Television Instruction. November 13, 8-9 p.m., EST.

WHERE IT DOES THE MOST GOOD

The West Virginia Congress has seen to it that the eight TV stations in West Virginia receive the *National Parent-Teacher* so that they will have easy access to the evaluations in "Time Out for TV." It's a ready answer to the question, "What can we do about TV programs?"

COUNTING THE NO-COUNT

Once it was violence-filled comic books that drew the verbal fire of Frederic Wertham, the well-known psychiatrist. Now he's turned his formidable guns on cruelty-crammed TV shows. In programs shown on TV in one city before nine p.m. during a single week, says Dr. Wertham, there were "161 murders, 60 so-called justified killings, two suicides, 192 attempted murders, 83 robberies, 15 kidnappings, 24 murder conspiracies, 21 jail breaks, seven attempted lynchings, six dynamitings, 11 extortions, two cases of arson, two cases of torture, and innumerable prolonged and brutal fights, threats of killings, sluggings and manhandling of women and children." Dr. Wertham insists that if each day in a big city "even 50 persons were to write to the networks saying they were so disgusted with current programming that they were thinking of throwing their TV sets in the ash can, changes would soon be made."

Another count was made by 300 students of Pepperdine College, Los Angeles. They listed the scenes of violence provided by the city's seven TV stations from dawn until one a.m. for two days, during which they endured 3,696 acts of violence, 784 drinks of liquor, 258 acts of property destruction, 1,087 threats of violence or death, and, last but not least painful, 7,888 commercials.

IT ALL ADS UP

Admen have evidently been feeling the pressure from parent-teacher associations and other groups that have been plugging away for better TV programming. But there are still pockets of resistance. Here's how two top advertising executives reacted.

"As long as TV delivers the news and weather and public-service programming twice a week, beyond that point I can't see divorcing television from its primary entertainment purpose."

"As a result of minority pressure, we're going to get some minority viewing. Now if that is in the best interest of the viewing community, I'm dead wrong."

Anyway, we agree with the last three words.

Sentence Summaries

PROGRAMS REVIEWED IN SEPTEMBER

Ann Sothern. CBS. Slapdash situation comedy, slapped together without dash.

Bonanza. NBC. A western that deals in a serious way with the universal conflicts and the meaningful decisions of men.

Camera Three. CBS. Exquisite, tantalizing glimpses of the arts and many phases of human life and thought.

Johns Hopkins File No. 7. ABC. These enthralling lectures will be taken out of the files again, we hope, when more of us have grown up to them.

Maverick. ABC. This show can teach children that trickery is easy and fun and that duplicity may be lovable.

Our Miss Brooks. Independent. This pert, mixed-up, giddy, silly, scatterbrained, man-pursuing female a teacher? Ridiculous.

All Aboard for U.N. Day, October 24

In White Bear Lake, Minnesota, the sixth grade made flags of all the member nations of the United Nations and displayed them in the window of a downtown store. In Concord, New Hampshire, seventh-graders presented a play, *Martian Schemes*, depicting the health services of the United Nations. Ephrata, Washington, sixth-graders cut flags from a U.N. Day poster and used toothpicks and glue to fasten them to a globe suspended from the ceiling of their classroom.

The children who carried out these projects on past U.N. days were joining in their communities' observance of this significant holiday. They were thus carrying out President Eisenhower's admonition to the citizens of the nation to join in community U.N. Day programs that will "demonstrate their faith in, and support of, the United Nations and contribute to a better understanding of its aims, problems, and achievements."

This year of all years it is important for communities to reaffirm their awareness that, as the President states in his proclamation, "the United States supports the United Nations with unswerving loyalty as it works to advance the economic, social, and spiritual well-being of all peoples." It is even more important to widen and deepen interest in the United Nations among people of all callings and of all ages.

Your community will be planning a U.N. observance of its own. Here are just a few of the dramatic things that can be done to highlight the U.N. Day theme, "The United Nations Meets New Needs," and make it meaningful in your community:

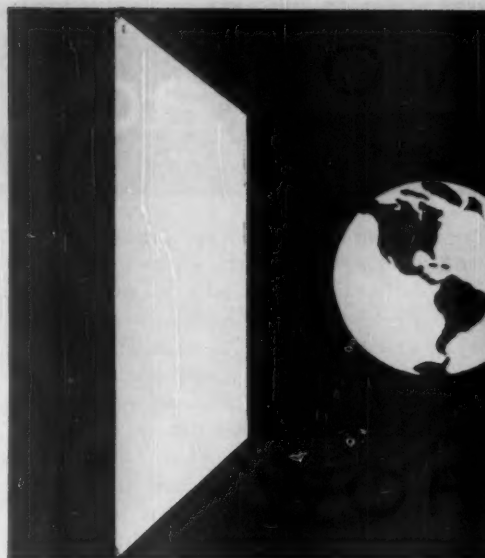
- Plan a colorful United Nations trade fair or fashion show.
- Put on a parade of the nations.
- Serve luncheons and dinners with foreign menus.
- Ask symphony orchestras, school orchestras, music schools, art schools, art galleries, and church groups to help provide the program for a community-wide meeting. Have plenty of entertainment and fun, but don't forget that the main purpose of the meeting is to help people learn more about the United Nations.

Be sure that young people are included in the U.N. Day observance. They will be glad to assist in securing literature, speakers, films, posters, and program aids. They will enjoy participating in parades, flag-raising ceremonies, and rallies. Radio and television shows can feature student choral groups and youth panels. Students can act as ushers at rallies or distribute United Nations posters. Classrooms or whole schools can put on exhibits illustrating the interdependence of nations and displaying costumes, books, works of art, and recordings from various countries of the world.

The United States Committee for the United Nations will be glad to send you additional suggestions, as well as information about where to get films, publications, posters, and other materials. Send your request to the committee, 816 Twenty-first Street, N.W., Washington, D. C.

Learning the U.N. Alphabet

Now and then you meet an industrious student who can rattle off the names of all the presidents of the United States. But did you ever meet anyone who could recite from memory the names of all the agencies, commissions, services, funds, departments, unions, and programs of the United Nations? To do so would surely be a job for a mechanical computer. Since the U.N.'s sphere of activity is the sphere of the earth itself, many instrumentalities are required to carry out its great undertakings.



Here are a few of the "arms and legs" that enable the United Nations to reach into almost every part of the world.

The Food and Agriculture Organization (FAO) finds out what foods the world is producing, estimates future needs, and promotes collective action by governments. It is FAO that has launched the "Freedom from Hunger" campaign to mobilize greater public support in solving world food problems.

Provision of Operational, Executive, and Administrative Personnel (OPEX) provides governments, at their request, with senior officers to manage services and departments until they can train national personnel to do so.

The U.N. Children's Fund (UNICEF) aids in the establishment of basic maternal and child health services; in campaigns to control or eradicate diseases, such as trachoma, that affect large numbers of children; in educating families to use better nutrition; and in emergency relief for children and mothers in time of natural disaster.

The U.N. Department of Economic and Social Affairs gathers and exchanges information; promotes and guides international action in economic development; helps develop industry, natural resources, and transport; and participates in social welfare, housing, and other social services.

The U.N. Educational, Scientific, and Cultural Organization (UNESCO) coordinates the work of educators, scientists, and humanists through meetings, information clearing houses, and missions in the field. A current project of UNESCO seeks to improve living conditions in the dry belt that runs from North Africa to South Asia by means of irrigation, water prospecting, purification of salty or brackish water, and the use of wind and solar energy.

The U.N. Expanded Program of Technical Assistance (EPTA) gives aid to governments of underdeveloped countries in the form of techniques and procedures with a bearing on economic development. Among other things, it helps install telephone lines, conserve forests, produce DDT, and organize vocational schools.

The U.N. Special Fund helps make large-scale surveys of natural resources, establish major training institutions, and develop research facilities in order to lay the foundation for national, intergovernmental, or private investment.

The World Health Organization (WHO) acts as a clearing-house for medical and scientific information and sets international standards for drugs and vaccines; organizes international training courses; maintains an epidemic-warning service; and helps plan the global strategy for combating malaria, leprosy, and other dreaded diseases.

Fact Is Stronger

A FEW WEEKS from now parents and teachers, in common with other Americans who cherish their privileges and duties as citizens, will be going to the polls to cast their votes in the presidential election. It is an act that thoughtful Americans perform in a spirit of dedication and high seriousness, for our right to express our judgment through the vote is both the symbol and the support of our freedom.

Members of the National Congress of Parents and Teachers, who know so well the power and the value of action, know too that action that is to thrive must be seeded in sound facts and cultivated with strenuous reflection. Before we act at the polls in November, then, we want to know what we are voting for. What are the issues?

Let's study the platforms of our two major parties and see what the Democrats and the Republicans say they are for and what against. Let's supplement this

information by reading or hearing the speeches of the presidential aspirants, by studying news stories to find out what the candidates and their associates actually have done and are doing, by listening to news commentators and panels that probe their political records. We want to check the word against the deed.

We offer you for your convenience parallel statements from the Republican and Democratic platforms on several issues that are of special concern to members of the National Congress of Parents and Teachers. Here are some questions to consider: On what issues do the two parties agree? On what issues do they differ? Do the differences refer to goals or methods of attaining them?

It may not be easy to answer these questions. But who ever said good citizenship is easy? It's the price we pay for good government. And it's one assessment we want to keep right on paying.

DEMOCRATIC PLANKS

The Child Welfare Program and other services already established under the Social Security Act should be expanded. Federal leadership is required in the nationwide campaign to prevent and control juvenile delinquency.

We shall act at once to help in building the classrooms and employing the teachers that are essential if the right to a good education is to have genuine meaning for all the youth of America in the decade ahead.

We believe that America can meet its educational obligations only with generous federal financial support, within the traditional framework of local control. The assistance will take the form of federal grants to states for educational purposes they deem most pressing, including classroom construction and teachers' salaries. It will include aid for the construction of academic facilities as well as dormitories at colleges and universities.

We pledge further federal support for all phases of vocational education for youth and adults; for libraries and adult education; for realizing the potential of educational television; and for exchange of students and teachers with other nations.

We will step up medical research on the major killers and crippling diseases. To ease the growing shortage of doctors and other medical personnel we

REPUBLICAN PLANKS

Child Welfare

The federal government can and should help state and local committees combat juvenile delinquency by inaugurating a grant program for research, demonstration, and training projects and by placing greater emphasis on strengthening family life in all welfare programs for which it shares responsibility.

Education

We pledge . . . federal support to the primary and secondary schools by a program of federal aid for school construction—pacing it to the real needs of individual school districts in states and territories, and requiring state approval and participation.

We shall use our full efforts in all the states of the Union to have . . . legislatures and school boards augment their present efforts to the end that [the] temporary shortage [of classrooms] may be eliminated and that every child in this country shall have the opportunity to obtain a good education. We believe, moreover, that any large plan of federal aid to education, such as direct contributions to or grants for teachers' salaries, can only lead ultimately to federal domination and control of our schools, to which we are unalterably opposed.

We pledge . . . stimulation of actions designed to update and strengthen vocational education for both youth and adults . . . [and] support of efforts to make adequate library facilities available to all . . .

Health

We pledge continued federal support for a sound research program aimed at both the prevention and cure of diseases, and intensified efforts to secure

than

Faction



DEMOCRATIC PLANKS

propose federal aid for constructing, expanding, and modernizing schools of medicine, dentistry, nursing, and public health. We will provide scholarships and other assistance to break through the financial barriers to medical education. We will provide greatly increased federal support for psychiatric research and training and community mental health programs. We will also support a cooperative program with other nations on international health research.

We pledge continued support of legislation for the rehabilitation of physically handicapped persons and improvement of employment opportunities for them.

The Handicapped

The new Democratic administration will provide the money and the authority to strengthen [the Food and Drug Administration].

A healthy, expanding economy will enable us to build two million homes a year, in wholesome neighborhoods, for people of all incomes. [We] will extend federal programs to help urban communities clear their slums, dispose of their sewage, educate their children, transport suburban commuters to and from their jobs, and combat juvenile delinquency.

Housing and Urban Development

We shall strengthen our commitments in [the United Nations]. We shall propose the bolder and more effective use of the specialized agencies to promote the world's economic and social development.

International Cooperation

REPUBLICAN PLANKS

prompt and effective application of the results of research. This will include emphasis on mental illness.

[We pledge] support of international health research programs; [and] federal help in new programs to build schools of medicine, dentistry, and public health and nursing, and financial aid to students in those fields.

We propose a strengthened federal-state program to rehabilitate the estimated 200,000 persons who annually could become independent after proper medical services and occupational training; and a new federal-state program for handicapped persons completely dependent on others.

We will continue to give strong support to [the] consumer-protection program [as implemented by the Food and Drug Administration].

The Republican Party will vigorously support continued effort to clear slums and promote rebuilding, rehabilitation, and conservation of our cities; [and] a stepped-up program to assist in urban planning, designed to assure farsighted and wise use of land and to coordinate mass transportation and other vital facilities in our metropolitan areas.

We assert our intention steadfastly to uphold the action and principles of . . . the United Nations and such regional organizations as NATO, SEATO, CENTO, the Organization of American States, and other collective security alliances.

Watch Out for the

Pendulum Swing

A crash program can be a rash program unless it's powered with plenty of know-how and steadied by an effective balance wheel. Here are some safety devices that will help us steer a steady course in the rearing of our children.

RALPH H. OJEMANN

*Professor of Educational Psychology
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WHEN WE ARE CONFRONTED WITH A PROBLEM ON a national scale, we usually want to do something about it forthwith. We attack it with vigor and enthusiasm, sometimes with so much of both that we tend to go to extremes. Often we begin to think and talk about "crash" programs to cope with it. Rather than allow the problem to worry us or fester as a sore, we tackle it head on.

There is much to be said for this attitude, which has become almost an American tradition. However, crash programs sometimes make it difficult to keep things in perspective or to see the problem as a whole, whether it is one of national security, national health, or upgrading education.

For example, in the late 1920's, when vitamins and their importance in human nutrition were just becoming known to the general public, there was a drive to get people, especially growing children, to eat the proper foods. We heard constantly about the importance of green beans, tomatoes, cod-liver oil, carrots—and spinach!—and parents worried about getting their youngsters to eat enough of these vitamin-laden vegetables. The result: a rash of feeding problems.

What was the trouble? Research had established the fact that every child needs foods that supply vitamins essential for growth. Only one thing was wrong: Many children wouldn't eat the beans or the carrots or the spinach. Some parents tried stern discipline to force them to eat what was good for them. Others tried letting their children alone in the hope

that they would eventually get around to eating the vitamin-rich foods on their own. Neither method worked.

In their concern for getting vitamins into children, parents overlooked the fact that a child is not born with the ability to handle all the foods offered to him, with their different tastes and textures. He has to learn to take them in his mouth, chew them, and swallow them. He has to learn gradually to like more and more different kinds.

Suppose he has a little trouble managing some new food. If his mother pays no attention to his problem and ignores his untouched plate, he may never bother to acquire a taste for something new. If, instead, she insists that he eat the strange concoction or else, then he becomes unhappy and disturbed.

It was all a matter of overemphasis. Parents and teachers and society in general were paying too much attention to vitamins and too little to helping children handle the new foods. The discipline pendulum might swing all the way from the force-them-to-eat side to the too-permissive side, but neither system was successful.

All things considered

Take another illustration from our own time. Today we are facing certain international problems that some people are suggesting we meet with a "crash" educational program. It is said that we are lagging behind in the missile and satellite race. Very well. Let's force our children to study more mathematics

and science and to study them harder, so in the long run we can catch up with the Russians, impress the less developed nations, and win them to our side.

There is nothing wrong with stressing the study of science and mathematics in school, or with finding boys and girls who are gifted in these fields and encouraging them to develop their special abilities. Actually a knowledge of how the physical world operates is important to every one of us. But if we put all the emphasis on this one part of the international problem, will we get "in orbit"? Let us see.

When we analyze the problem we find, among other things, that our lack of scientists is not the only element in it. Perhaps Americans have not realized fully what satellites, spinning in space, mean to large groups of people in other countries—people who for centuries have attached great personal significance to their movements. The Russian leaders have made it their business to know these people and their ways of thinking far better than we do. Is the problem, then, only one of studying mathematics and science and producing more scientists? Or does an-

other part of it involve increasing our knowledge of other peoples—their hopes and fears, how they think, what we mean to them, and how much or how little they know about us?

The international problem won't be solved by cramming science down the throats of school children any more than the vitamin-feeding problem was solved by stuffing them with spinach.

At the present time we also hear demands for a crash program to curb juvenile delinquency. This problem, however, like the shortage of scientists problem or the feeding problems of the 1920's, is a complex affair. The causes of delinquency are many. Prevention is not just a matter of cleaning up slums or employing more policemen or setting up more youth camps. Neither is it a matter of being soft or hard in discipline. The problem is first and foremost one of having more parents who understand children.

Probably most of us parents think we *do* understand children—our own at any rate. But do we? If we do, why are some parents strict one day and lenient the next? Or why is one parent, maybe Dad, very strict while Mother is very easygoing with the children?

There is good evidence to show that such inconsistency in discipline is very disturbing to a child. It tends to make him insecure and confused. He doesn't know where he stands or what is expected of him. There are, it seems, two principal reasons for our inconsistency. First, we become so concerned about our own problems that it's hard for us to put ourselves in a child's place and realize how he feels. Second, we do not understand or appreciate what the child's behavior really means. We have not learned thoroughly the lesson of regarding the child as a person who is trying by one means or another to work out his daily problems—problems, chiefly, of gaining security, self-respect, and a sense of his own worth. Since he is a child and hasn't learned much about his own behavior, he doesn't have the experience or resources to deal with his problems in mature ways. What we call misbehavior is often nothing more than a mistake made by an inexperienced youngster. And it is more likely to occur when discipline is inconsistent, when it swings from the strict do-what-I-say kind of discipline to the permissive-soft kind and back again.

Steady does it

Suppose we do manage to feel somewhat as the child feels, extend our understanding of his behavior. What kind of discipline would such insight and understanding lead to? To the "soft" kind? Or to "hard" discipline?

The answer is, the pendulum shouldn't swing either to the soft or the hard. The wisest procedure would take a form something like this:

Our young Tom constantly fights with his little



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An article in the 1960-61 study program
on the school-age child.

brother and sister. When he gets into a fight with one or the other we separate the two, not as a way of venting our anger but of forestalling further harm—a first-aid measure.

Then we say to ourselves, "Something must be bothering Tom. I know that a child who fights a lot is often troubled with feelings of anxiety." (Sometimes, it is true, a youngster may have been taught that this is the way to work or play with others, that only force will get you anywhere. However, in our culture quarreling and fighting are more likely to come about when the child is having inner troubles.)

We go on with our soliloquy: "What may be producing the dismaying feelings? Does Tom have the right kind of play materials, or are they, perhaps, not suited to his abilities right now? Are we, his parents, dictating to him too much, playing with him too little?" After considering these and other questions, we finally ask ourselves, "How can I help Tom to find a more constructive method of bolstering his security and self-respect?"

Now we turn to Tom himself. "I think I know how you feel," we say, "and what you want, but you know as well as I do that this isn't a good way of solving your problem. Let's try a different way."

Take Les, for another example. He is a nine-year-old who used to fight continually not only with his brothers but with all the children in the neighborhood. One day when Les' father was out in the yard where the youngsters were playing he noticed that Les apparently didn't hear what the others were saying. The father immediately had the boy's ears tested and learned that Les was steadily losing his hearing. Much of his irritability came from the fact that he couldn't compete with the other children because he couldn't hear half of what they said. A hearing aid, plus some heart-to-heart talks with Les and some assistance in acquiring the skills he needed for playing peaceably with others, did much to clear up his problems.

In like manner, as many parents and teachers know, a child who doesn't want to study usually has something bothering him. The same is true of children who don't want to go to school. Years ago, during World War II, a group of parents in a rural area came to their county superintendent for advice about their sons. The boys had finished eighth grade and refused to go on to senior high. After making a few inquiries, the superintendent uncovered the reason. These young lads had learned to drive tractors and perform many farm operations almost as well as their fathers. They had heard and read, over and over again, the idea that food would win the war, and they felt sincerely that it was much more important for them to raise food for the nation than to go to school.

The county superintendent rounded up several farmers who had not gone to high school and were

now in their early thirties—old enough to experience the effects of their decisions but young enough to appreciate how the boys felt. These farmers talked with the boys and told them how hampered they were by their lack of education. All of them wished they had continued their schooling.

This put the problem in a new light for the youngsters. They had been thinking only of the immediate future, but now they could see vividly the long-run effects of their decision. They changed their minds and went on through senior high school, working on the farm after school and during vacations to help in the war effort.

If the parents had used harsh discipline and forced them to go to school, the boys would have had no purpose in pursuing their studies. If the parents had been "soft" and had permitted their sons to do what they wanted, the boys would not have learned the real reason for going to school. But the pendulum hadn't swung too far either way.

Down deep the boys all wanted to amount to something, to be important in their own right, but they didn't have the experience to look into the future and see the long-run results of their decision. The "discipline" they needed was firm guidance and help in thinking their way through the problem. They got it, and they made their choice freely, with a goal in mind.

The long view

Whether the issue involves health, education for the atomic age, juvenile delinquency, or discipline in the home, the peril of the pendulum swing is always with us. It arises when we overlook the several different parts of a problem and put all the emphasis on a single phase.

What would we think of a surgeon who, when operating on a patient, concentrated only on the diseased organ and failed to consider how much strain the patient's heart could stand? What would we think of a farmer or gardener who ignored the soil needs of his crop and put all the emphasis on insecticides? We expect the surgeon to know the nature of his patient, the farmer to know the nature of his crops. We expect both to make decisions in the light of this knowledge.

Our big job, as we discipline our children for living in a free society, is to help them learn how to make such decisions. Not by dictatorial methods, not by permissiveness, but by planning with them, leading them to see all sides of a problem, can we train them in the art of deciding wisely. The pendulum need not swing. It can point steadfastly to the path of understanding so that we may firmly guide the child to acquire what he needs to make his own choices. This is the foundation of freedom. For it has been said, "That person is free who recognizes himself as the author of the laws he obeys."

WILLIAM G. HOLLISTER, M.D.

Child Guidance in Your School



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If schools are to be fountains of learning they must also be islands of understanding, where young personalities are strengthened. Although the principal mission of the school is to educate, the way in which education is carried on inevitably affects the mental health of our children. And children's mental health affects their ability to learn.

"NEXT TO THE home, the school is the most important factor influencing the mental health of the child." These words of Robert Felix, M.D., director of the National Institute of Mental Health, remind us that the twelve to fourteen thousand hours that a child spends in elementary and secondary school are a major life experience.

The many different relationships each child develops with his teachers and classmates cannot help affecting, in many ways, his image of himself as a person, his feelings about himself, and his concept of what other people are like. For young personalities school is a proving ground. Here the capacity to get along with others should be fostered and refined. Here children should be assisted to set goals and gain an understanding that will help them control and direct their own behavior.

Today's world, it is true, needs people with informed, trained minds. But informed, trained minds are not enough. It is essential also that people be sensitive to others and capable of effective, constructive relationships. Our world needs more men and

women with sufficient understanding of themselves to be able to make decisions that are not warped by past hurts and unmet emotional needs.

Fortunately good education and sound mental health practices in school are not in opposition or even in competition. We do not have to choose between academic learning and personality development as educational goals. The two go hand in hand and mutually reinforce one another.

The locus of learning

Fortunately too the kind of teacher-pupil relationship that has a positive influence on the child's personality development is the kind that fosters learning. Research shows that the most effective teaching and learning take place across a bridge of feelings—feelings of mutual trust and understanding between teacher and pupil. In this instance, we can have our cake and eat it, for we can have a school program that simultaneously fosters learning, mental health, and personality growth.

More and more parents and teachers are working

PLAN TO OBSERVE CHILD GUIDANCE WEEK November 27–December 4

actively to improve their schools' ability to build mentally healthy personalities. Their interest and their support of school mental health activities are enabling more schools to become not only fountains of learning but islands of understanding, where personalities are strengthened.

Where do we find mental health activities in our schools? Actually, good educational practice and sound mental health procedures are so intermixed and integrated in well-run schools that it is hard to separate them. It will take some looking behind doors labeled *Administration*, *Guidance*, *Special Services*, *Special Education*, *Curriculum*, and *Instruction*, to find the specific ways in which schools consciously strive toward mental health.

Let's look behind a few of these doors in some of the nation's well-developed school systems. Then you can look in on your own school and find out about its mental health activities.

In better school systems, behind the door marked *Administration*, you will find superintendents, principals, and supervisors who are vividly aware of a fact stressed by experts in industrial mental health: that the quality of staff relationships profoundly affects performance and productivity. In factory, business office, or school the leadership team—by its behavior, its decisions, its way of dealing with people, and the feelings about people that it communicates—sets the emotional tone of the whole organization.

School administrators who are psychologically wise are sensitive to the emotional and social impact that administrative behavior can have on teachers' morale and pupils' sense of security. They know well that when a teacher is smarting under a supervisor's comment or boiling over an administrative edict or frightened by rumors of changes, the overflow of feelings affects the classroom. Alert school systems, therefore, continuously study and appraise their staff relationships. Some use staff-wide planning, in-service training, and the advice of consultants to improve their personnel policies, practices, and counseling opportunities. From such activities grow attitudes that gradually change a school from a cold, austere, impersonal institution to a warm and friendly place where children and parents alike are welcome, where teachers are secure and free enough to be creative.

Custom education—tailored to fit

Behind the door marked *Guidance* another team works to build mental health in school. This team helps children in two very important areas: finding a meaningful school experience and discovering a satisfying vocation. As we adults look back on our youth few of us would deny that one's school life and voca-

tional choice provide major satisfactions or major frustrations that affect one's emotional well-being.

Because science has discovered that every human being is different from every other, the school's guidance department and the teachers work together in the task of understanding and teaching children as individuals. Through counseling, testing, and careful review of pupils' interests and school performance, they try to discover each child's purposes, aspirations, strong points, and weaknesses in order to give him the school program that will benefit him most. In the same skillful way they help young people explore occupations and move toward the vocational choice that best suits their individual talents, inclinations, and opportunities.

Our better schools have come a long way from the old lock-step type of education that tried to pour the same teachings into children of all intellectual and emotional sizes. In America we believe in making it possible for each person to fulfill the promise of his potentialities. Good schools strive to put this belief into practice.

Dealing with differences

Another stronghold of mental health is labeled *Special Services Division* or *Pupil Personnel Services*. The staff here deals with a variety of problems that are common in any school. Why is eleven-year-old Donald stymied at the second-grade reading level? Why is Mary Beth a frequent truant? Why is Jim a constant disturbance in study hall? Why is high-I.Q. Melissa flunking algebra? Why is Helen sick so often?

Our better schools, with their professional staffs, make a real effort to understand such problems and the forces behind them—problems of attendance, learning, health, and interpersonal relations—and to provide behavior guidance, counseling, case-work services, remedial education, or whatever is needed to overcome the difficulties.

The kinds of personnel performing these services differ in different school systems. They include, in a variety of combinations, deans, counselors, visiting teachers, school social workers, school psychologists, and sometimes psychiatric consultants. In certain schools the health program is closely coordinated with these other services, because we know that the social and emotional stresses which make some children slow learners, behavior problems, or truants may in other children produce the symptoms of tension, such as headaches or stomach-aches.

Special or pupil personnel services are a necessary front-line defense against emotionally caused problems that might become intense and disruptive if not discovered, intercepted, and managed at an early stage. Through such services children are veritably rehabilitated; their capacity to learn and to mature emotionally is restored.

Whether or not it is so labeled, special education is

another program that will be present in a school that has a concern for all children. And in this program, oriented to the needs of the gifted and the handicapped, mental health considerations affect many decisions and procedures.

When a pupil is either gifted or handicapped or otherwise markedly different, his classmates generally react to him as being "different." As soon as the child senses this attitude, it begins to affect his image of himself and his feelings about himself. Sometimes the exceptionality is easier to manage than the child's emotional reaction to it. His feelings often grow so intense that they affect his behavior and learning capacity. This is why special education personnel need to draw on their psychological insights and to work closely with psychological diagnosticians and clinicians in evaluating exceptional children, planning for them, and deciding which class or grade level is best for each one.

The special education departments in some school systems have developed classes for mentally retarded children—those who are trainable and those who are educable—and, more recently, for the emotionally handicapped. Thus through special education we move closer to our American ideal of providing an education for every child. It is no easy task, but we are doing it better all the time.

Now let's visit the heartland of education, the regular classroom. Here is where the modern school system has its greatest impact on mental health.

Quality teaching results from an ever growing understanding of the individual child, from matching what needs to be learned to the "growing edge" of each child's interest and capability. Good teaching builds confidence into children through earned successes. It equips them with skills, knowledge, and ways of acting that become their "coping mechanisms," their tools for solving their own life problems. In constructive education the classroom is the scene of a constant rendezvous where children encounter not only intellectual facts but social and emotional reality.

Mental health, let us remember, is not a special ingredient to be injected into education. It is an integral part of the teacher's minute-by-minute interaction with the pupils. For a child the very experience of being understood is a fundamental step toward becoming a mature adult who understands others. When classes are small enough and there is adequate support from a special staff, teachers have an opportunity to know each child, nurture his growing interests, help him when he needs help, and challenge him when challenge is required.

What does it take to create "mentally healthy" schools? Some will say, "Dollars and cents." Yes, mentally healthy schools do cost money, but money is not the only essential. After watching schools in action, many program planners in the field of mental health

have come to the conclusion that the key is a healthy relationship between faculty and parents and particularly between school administrators and community leaders. This should have special meaning to P.T.A. leadership.

More than money

What, then, is the chief roadblock to better school mental health? Most educators with modern training have the psychological understanding necessary to develop a quality program that both educates children and strengthens their personalities. Many, however, are prevented from doing so by fear of criticism or lack of support from their community.

In places where educators are underpaid, low in status, and used as scapegoats for unsolved family and community problems, the school administration pulls in its head like a turtle and survives in the protective shell of a rigid, old-line program. Too often such a program fails to meet the wide-ranging individual needs of the children who will live in a space-centered age.

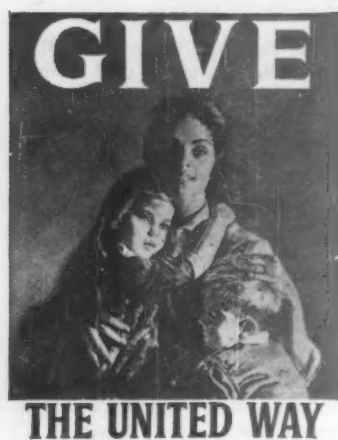
The first step toward better school mental health is a search by parents, teachers, school administrators, and school board members to find answers to such questions as these: What kind of school program do we really want? What kind of resources do we need? How can the P.T.A. be helpful?

In some communities P.T.A.'s have provided assistance to enable teachers to attend mental health institutes. In others they have encouraged the development of guidance, special education, and school health services. Elsewhere their humble inquiries, their studies, and their backing have helped schools to bring in consultants, make surveys, and plan programs. Sometimes P.T.A. support has made possible not only the employment of school psychologists and school social workers but special classes, child study programs, and guidance clinics. Behind most of the schools that are doing things are parents who are active.

Look in on your school's mental health. If problems exist or resources are missing, move quickly past the temptation to criticize. Put your energy and effort into building good parent-faculty relationships and fostering teacher and staff morale. These are basic to the development of a better school program.

Parents' active interest can revitalize a school. Educators need parents' understanding. With our support, they can move with diligence and devotion to realize the common aim of both education and mental health—the full development of every child.

William G. Hollister, M.D., is consultant in mental health education for the famed U.S. Institute of Mental Health in Bethesda, Maryland. He serves the National Congress of Parents and Teachers as chairman of the Committee on Mental Health.



A GIFT THAT COUNTS

SOME EVENING during the next two months your doorbell will ring. "I'm your neighbor," the man or woman at the door will say. "I'm collecting for the United Community Fund."

What will you say?

What will you give?

Why should you give?

Give because your gift will lighten the hurts, the handicaps, fears, and loneliness of other people. Give because you care about the boys and girls, the aged, the sick, and the disabled in your community. Give because your gift will help your community provide essential health, welfare, and recreational services for children and families.

Give generously because your gift is needed.

It's needed to help troubled families, like Stevie's. Stevie is a ten-year-old who's a problem in school and at home. His teacher can't control him, and he disrupts the whole class. Stevie's mother, when she's called to school, says she can't do anything with him either. His father is an alcoholic who can't keep a job. His harassed, tired mother, with four younger children to bring up, is frantic and ill with worry. Your gift can help.

It can help to support a family counseling agency, an alcoholism treatment center, a child guidance clinic, or similar services where troubled families, like Stevie's, can find assistance in working out their complex problems.

Your gift is needed for Jane and John. They're normal, healthy teen-agers, with an abundance of

energy, a zest for adventure, and time on their hands. What you give will help supply wholesome recreation for them. It will help support youth services and youth organizations like the Boy and Girl Scouts, the Camp Fire Girls, the Y.M.C.A., and the Y.W.C.A., which offer constructive outlets for the energies of young people. Your gift will help build defenses against juvenile delinquency.

It is needed to find a warm, secure, affectionate home for two-year-old Debby, the unwanted baby of an unmarried mother. Debby has a malformed foot that will require several surgical operations before she can walk. It's not easy to find a home—let alone the right home—for a crippled child. But with your help the adoption agency will keep trying.

Your gift is needed to help Mr. Wells, who lost his eyesight three years ago. Mrs. Wells is working, and the two older boys have part-time jobs, but Mr. Wells is growing daily more despondent over being a burden. Resentful of his inability to work he has begun to rage at the boys, who spend less and less time in their unhappy home and more on the street. Rehabilitation services, supported by your gift, can help Mr. Wells and other handicapped persons to learn new work skills and regain their self-confidence and self-respect.

Your gift is needed to supply speech and hearing therapy for four-year-old Peter, who can't talk. It is needed to provide a visiting nurse to help Mrs. Bowman care for her bedridden, paralyzed father. It is needed for homemaker services so Mr. Hill can keep his family together until his wife is restored to mental health.

Your contribution may support senior citizens' centers and golden age clubs to brighten the lonely lives of the elderly. It may assure wise counseling to stabilize shaky marriages and prevent broken homes. It is needed to finance research on mental illness, mental retardation, and unconquered physical diseases.

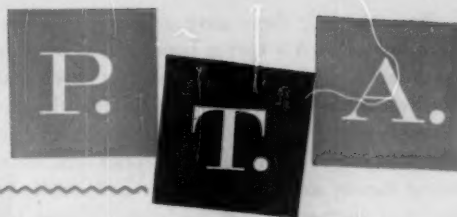
When you give to your community's united fund or community chest, you help to strengthen families. Your gift helps to keep children healthy in mind and body. It helps to heal mental and physical illness and to quicken faith and hope in the aged, the handicapped, and the troubled. It supports a whole range of community services that preserve human dignity, health, self-respect, and happiness.

When your neighbor or your co-worker stops by to talk about your contribution to your community chest or fund, be ready. Tell him you're grateful for his voluntary service in collecting for the fund. Make your gift, or pledge, a generous one—generous enough so you feel a pinch in your own life.

Give because your gift makes your community a better place to live in. Give because giving makes you a better person. Give for the best and simplest reason of all—because your gift is needed.

Keeping Pace

with the



"Frill" of a Lifetime

It was only a few years ago that the cultural activities committee of the Burton P.T.A., Huntington Woods, Michigan, initiated a Sunday afternoon family art workshop where fathers, mothers, and children worked together with paint, clay, and other art materials. But the idea grew so fast that in 1958 the program was expanded into a series of children's after-school classes not only in art but in creative dramatics and science. All are conducted by highly qualified teachers.

Art classes are the most popular among the hundred or so youngsters enrolled. "It's odd," says Mary Jordan, the art teacher, "but just when adults are criticizing 'frills' in education, their children are requesting more of them."

The year's program is divided into two ten-week sessions. Although the fees are modest, they provide enough money to pay the teachers and to ensure that the program will continue as long as the children want it. And Kitty Zanison, the young sculptress in the picture, looks happy enough to want it year after year.



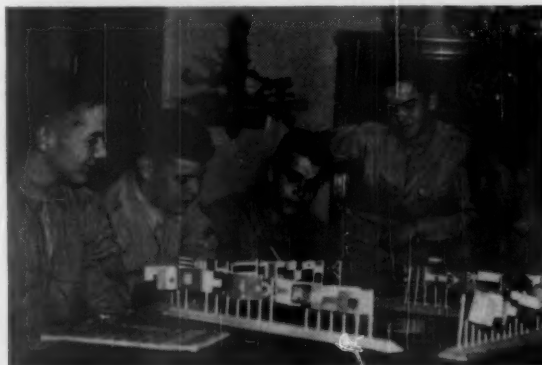
© Royal Oak Daily Tribune

Friendly Flags

A worthwhile venture in interpreting the real America to young people from other lands is taking place in Elsinore, California. There Gertrude E. Flyte, a former National Board member and now international relations chairman of the town's high school P.T.A., has been working with a large group of foreign students attending the Elsinore Naval and

Military School. Members of this group, known as the International Club, are invited almost as soon as they learn English to appear before P.T.A.'s and other community organizations. They talk about the customs and culture of their countries, give musical programs, and take part in panel discussions.

The students find their frequent appearances at P.T.A.'s particularly rewarding, reports Mrs. Flyte, because "to see parents, teachers, and students come together to discuss problems is a new experience—one they hope to carry back to their countries as an example of the best democratic procedure." She adds, "No adult uses the *National Parent-Teacher* more widely or wisely than do these young cadets seeking information for their speeches or their term papers."



Here five members of the International Club are planning a program. Left to right are Larry Cox, Australia; Carlos Espinoza, Nicaragua; Herman Franco, Venezuela; Ramon Gonzales, Mexico; Fuller Malone, the Philippines.

Double Play

"You can't imagine the thrill I experienced sitting there in the orchestra next to my daughter, both of us playing the flute," said a parent member of the Westbury, Long Island, Junior High School P.T.A. after the concert was over. . . . "Give me a ring soon," said one father to another while packing up his instrument. "Maybe you and I and our youngsters can work up another piece." . . . "Hey, Mom and Dad," Johnny (son of two musicians and himself a gifted pianist) was heard to say, "let's start working on a piece for next year's concert. That Beethoven trio sounded O.K."

Remarks like these gave ample evidence that the Westbury P.T.A.'s spring concert had done what the members hoped it would do—bring parents and children closer together. For some months they had been discussing the fact that their junior high sons and daughters were drawing away from them, losing interest in family activities. The parents, while recognizing that youngsters seek and need greater independence at this age, knew that strong ties should still be maintained for the children's own security. A common interest, a common enthusiasm would do it. Then somebody thought of a concert in which families would play instruments together, each parent-child group practicing at home and then joining the other groups for a grand rehearsal before the public performance.

The concert attracted wide attention, even getting a notice from the *New York Times*, but this acclaim mattered far less to the members of the Westbury Junior High P.T.A. than the new sense of kinship with their youngsters. Already father William Kowal and his daughter Claudia, pictured here, and Johnny and his parents and all the other zealous musicians are busily preparing for their 1961 program.



© New York Times

"We Learn from Our Files . . ."

The Lamar P.T.A., Amarillo, Texas, was organized in 1951 in a brand-new school building and with an interestingly varied group of parents. More than half of its membership of four hundred had lived in the town less than a year. They came from many parts of the world, represented many different professions, and included a rather large proportion of gifted men and women.

Perhaps it was the principal or the teachers who first observed, "What a wonderful contribution these parents could make if they could share their experiences with children in the classroom." But it was the P.T.A. that immediately went to work circulating talent-revealing questionnaires among parents in the

school community and, later, preparing a resource file based on the questionnaire answers. Each year newcomers to the P.T.A. are also polled and their names added to the file.

The file is used constantly, both by teachers and other members of the school staff and by the parent-teacher association. Not only does this plan enrich the students' learning experiences, but it gives members of the community a chance to know the school and participate in classroom activities. The P.T.A. of course finds the file an invaluable source of program material. And the teachers, according to their principal, "know our community better, and this knowledge leads to a deeper understanding of our boys and girls and their parents."

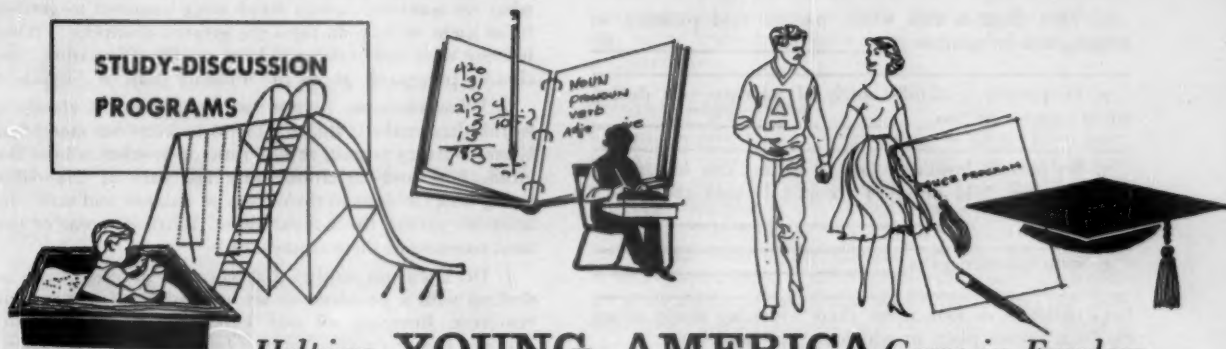
In Memoriam

Last summer the National Congress of Parents and Teachers mourned the death of two former presidents, both residents of the Southwest—Mrs. S. M. N. Marrs of Houston, Texas, and Mrs. Hugh Bradford of Los Angeles, California. They served successive terms, Mrs. Marrs from 1928 to 1930 and Mrs. Bradford from 1930 to 1934. Through their vigorous leadership the program and structure of the parent-teacher organization were strengthened, its influence deepened and expanded.

Ina Caddell Marrs was a gentle, gracious woman, a teacher and wife of a well-known Texas educator. Her great service was to help weld the parent-teacher organization into a functioning, dynamic unit. Believing fervently in parent education as a cornerstone of the P.T.A. program, she took for her slogan, "Every parent a trained parent; every member a participating member." Under her guidance the National Congress made notable progress toward that clearly envisioned goal.

Minnie B. Bradford, endowed with a winsome charm and vigorous intelligence, was a native Californian who went through the state university on a scholarship made available by Phoebe Apperson Hearst, co-Founder of the National Congress. Dauntlessly she and her fellow leaders carried the organization through the most anxious years of the Depression without curtailment of its program. Indeed, during the trying period of her administration the parent-teacher movement not only maintained its stability but achieved wide recognition for its prompt, forceful action to safeguard children in a national emergency.

The unselfish work of Mrs. Marrs and Mrs. Bradford lives on in the great organization to which they gave so magnificently of their strength. Wherever groups come together in the service of children, the influence of these women still plays a part. It is a special and precious kind of immortality.



Helping YOUNG AMERICA Grow in Freedom

I. PRESCHOOL COURSE

Directed by Ruth Strang

"The World from Three-Foot-High" (page 16)

Points for Study and Discussion

1. A young mother of a preschool boy would, whenever he was naughty, sit in his little chair for a while before she said or did anything. Was this a good idea? Do you think it might have helped the mother to see the situation from her child's point of view?

2. What are some of the things a two-year-old has to look at, listen to, and handle? How does his world expand as he grows older? How can his parents help him to get the most meaning and pleasure out of his experiences? They could, for example, read him Margaret Wise Brown's stories about Muffin, the little dog who went about getting all sorts of fascinating experiences with sights, sounds, and smells, and thus increase the child's sensitivity to his environment.

3. Experiments have shown that children in institutions who have nothing to play with and little contact with adults who could take time to talk and play with them are slow in language development and retarded in their reading. What can parents do to spur their children's growth in speaking and reading ability?

4. The mother of a gifted four-year-old girl once said, "We've given her all sorts of books, toys, puzzles, and construction sets. We've set up yard equipment for building, climbing, and swinging—and still Jennifer seems bored. What else can we do to stimulate her? Do you think that Jennifer might not be bored at all, just bewildered? Why is it undesirable to provide youngster with too many things at once to look at, play with, and listen to? What might be the effect of having the radio or TV on constantly? Might the child learn to ignore the spoken word, become "psychologically deaf"? (This has happened.) Don't we have here another good reason for carefully selecting the programs the child views and for listening to him when he wants to talk to us about them?

5. One little boy who was very well informed about the law of gravity tried to share his knowledge with the other children at every opportunity. Soon the children began calling him "Gravity" as a nickname. How might his parents and teachers have helped to prevent this unusually well-informed child from arousing antagonism in the other children?

6. Our TV-watching preschoolers are quite likely, as "Miss Frances" says, to astonish us with their large vocab-

ularies. A child who cannot yet pronounce his r's or l's properly will talk, with apparent ease, about ballistic missiles or "weather by radar." In what way may this extraordinary facility with words tend to mislead parents who are eagerly following their youngster's mental development? What sensible cautions does the author suggest?

7. Which of the following are some possible effects of pushing a child into an activity before he is ready for it, physically and mentally?

- It helps him persevere in a difficult task.
- It strains muscles, eyes, or other parts of the body.
- It creates emotional strain.
- It leads to nervous habits such as nail biting, twitching of facial muscles, or restlessness.
- It makes the task more enjoyable.
- It leads to further enthusiastic activity of a similar kind.
- It increases the child's interest in learning.
- It shows whether the child is mentally retarded.

8. The poet Francis Thompson has written these lines:

*The angels keep their ancient places;—
Turn but a stone, and start a wing!
'Tis ye, 'tis your estrangéd faces,
That miss the many-splendoured thing.*

How do these lines repeat in another form what "Miss Frances" has said toward the end of her article? Give examples of ways in which adults sometimes discourage a child's imagination and interests or suppress his natural desire "to see, hear, talk about, and share in what goes on indoors and outdoors, in his home, at school, in his neighborhood and in his community."

Program Suggestions

- Prepare an exhibit of children's books rich in sensory impressions that would stimulate children to interpret their firsthand experiences. Ask the librarian to help in preparing this exhibit, and allow time at the meeting for the members to look over the books and make notes of the ones they would like to read with their children.
- Using as an example the tricycle incident recounted in the article, describe several other instances of pushing a child beyond his physical or mental limits. Analyze each situation from the standpoint of its possible effect on the child.
- Ask a nursery school or kindergarten teacher to demonstrate with a small group of children a share-and-tell (or show-and-tell) period.

• Save a few minutes toward the close of the meeting for the members of the group to complete these sentences:

1. That child is rich whose parents find pleasure in helping him to examine _____
2. Frequently a child's spirit of adventure is dulled when parents are too _____
3. No parent, however close or loving, can impart his mind to the child or enter completely into the child's mind, but he can _____
4. Such experiences as _____

help children to look upon their widening world as an exciting, joyous place in which to grow and learn.

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II. SCHOOL-AGE COURSE

Directed by William G. Hollister, M.D.

"Watch Out for the Pendulum Swing" (page 26)

Points for Study and Discussion

1. Our author gives several illustrations of problems that we have attempted to solve with crash programs which create pendulum swings. Can you think of any other problems that we have tackled in the same way? In the home? The school? The community?
2. What makes this "crash" method of dealing with a problem ineffective? What better ways does the author suggest? What steps can we take that will enable us to see a problem in proper perspective?
3. What is the effect on a child when discipline swings from the authoritarian to the permissive and back again? Dr. Ojemann gives two principal reasons for our inconsistency. Discuss these and other reasons that occur to you.
4. Review the steps taken by Tom's mother in determining what to do about his constant fighting with his sister and brother. Having arrived at possible reasons for his behavior, what specific ways of solving his problem could she have suggested to Tom?

5. Writes Nelson N. Foote in Volume 3 of *The Nation's Children* (page 4): "If we assume that our children want what we want . . . , and bend every resource to getting it for them, we can do them the greatest disservice." What bearing does this statement have on Dr. Ojemann's concluding paragraph, about the ultimate goals of discipline?

6. What elements in our swiftly paced and changing world often make it difficult for us to keep our emotional balance? Every parent, at one time or another, allows the annoyances and irritations that are part of day-to-day living with children to throw him off balance and make his behavior toward them inconsistent. What are some of the most common of these annoyances?

7. Dr. Ojemann implies that when we go to extremes in dealing with a problem we are not using all our mental resources, bringing all our knowledge to bear on it. Norman Cousins (*The Nation's Children*, Volume 3, page 219) puts it this way: "We know virtually everything except what to do with what we know." How does the lag between knowledge and the practice of it increase the pressure for crash programs?

8. Pendulum swings often operate on a large scale from generation to generation. Parents of the 1920's, for instance, reacted against their own parents' puritanically severe discipline and resolved to give their children all the freedom they themselves had been denied. Again, parents of the 1940's and 1950's, many of whom had grown up in one- or two-child families, wanted their youngsters to have a lively group of brothers and sisters. What other attitudes and practices of modern parents can be regarded as swinging to an extreme in reaction to a former swing in the opposite direction? Can or should we do anything to avoid such swings?

9. How can we best encourage school-age children to develop a problem-solving approach to life? Compare the possible end results of teaching young people to conform to behavior standards versus urging them to explore the long-range consequences of their behavior. How can parents train children for decision-making?

Program Suggestions

- The foregoing points should provoke considerable discussion among a panel of members selected from the group. A child guidance worker, preferably one who attended the Golden Anniversary Conference on Children and Youth, would be an excellent resource person, to be consulted both by the panel and by the audience during the question-and-answer period.
- This article contains three interesting anecdotes. Each of them can be turned into a capsule drama, produced more or less impromptu in the manner of creative dramatics, to spark discussion. These are the stories of battling Tom, hard-of-hearing Les, and the farmers' sons who didn't want to go to high school.
- Hold a buzz session on point 9 of the foregoing section. Have the chairman lead a discussion of the various suggestions made by the buzz groups.

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III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"Teens and the Family Team" (page 4)

Points for Study and Discussion

1. Discuss the Caldwell family described early in the article. Why were the three boys not interested in the proposed trip across the country? Is there an indication, in the account of the incident, that the boys had been given any real voice in making plans for the trip? How might they have participated in the planning? By collecting road maps and suggesting alternate routes? By learning what points of interest might be visited along various routes? By writing for travel information? By talking with others who had taken such a trip? Do you feel that the boys' own plans for the summer made sense, in terms of what you know about adolescent development? What did each boy's program mean to him? If you were Mr. or Mrs. Caldwell, how would you have handled the situation? Why?

2. What family activities have brought forth the most enthusiastic participation on the part of your teen-age sons and daughters? What roles did they play in each of these activities? To what extent were the decisions about the projects made jointly by both generations in the family? How did you feel when the children took over and assumed real responsibility?

3. In what respects do you believe your own adolescents are irresponsible, not pulling their weight on the family team? Have you talked with them to see how they feel about the matter? Have you scolded and fussed at them so much that it is hard to talk things over without becoming emotional? Have you ever tried putting yourself in their shoes and getting the feel of what they are going through in any of these specific situations? What would be their reaction if you volunteered to do some menial task that is supposed to be theirs? Do you feel that they might be more highly motivated if they had more opportunities to help make important decisions and take on some major projects around the house? When your teen-agers do something exceptionally well, do you let them know how pleased you are about their growing competence and maturity? Do they know that you trust them and are proud of them? Eager to confide in them? Willing to work with them side by side in household responsibilities? Are there some projects in the community that you and your teen-agers might tackle together?

4. Why is it that, according to recent research, teen-age sons and daughters most often get assigned the more menial tasks around the house? Is it, as Dr. Johannis suggests, because these are simple things that can be easily taught? Is it because preparing a meal gives Mother more

satisfaction than setting the table and cleaning up afterward? Is it, perhaps, because some parents just don't trust their teen-agers enough to think them capable of doing the more complex homemaking jobs? What is your explanation?

Program Suggestions

- Invite members of a nearby 4-H girls' club to tell your group about their current food preservation projects and show some examples of what they have canned, preserved, or frozen this year. Their leader might open the meeting with a brief introductory statement, then turn it over to the girls for their reports of what they did, how they did it, and how the fruits of their labors will be used. Plan time for a discussion period during which your group can raise questions and talk further with the girls, giving them a chance to tell how they got interested in their projects and why they enjoy them.
- Let the meeting begin with a family pot-luck supper. After the meal have various families make brief reports on how they have spent recent summer vacations. Encourage teen-agers as well as their parents to take part in this review of summer activities. Discuss as a group what projects the young people could take on during the fall and winter that might further family teamwork.
- Ask a science teacher who has been closely connected with local science fairs to tell you about what projects are under way for next year's fair and how parents may persuade young people, as scientists in the making, to become more active participants.
- Review and discuss the recommendations (see "References") made by the 1960 White House Conference in regard to the full participation of young people in school, home, and community affairs. Draft suggestions that might be submitted to the board of your P.T.A. concerning ways in which your association might encourage teen-agers in your school to take an active part in projects that appeal to members of both generations.

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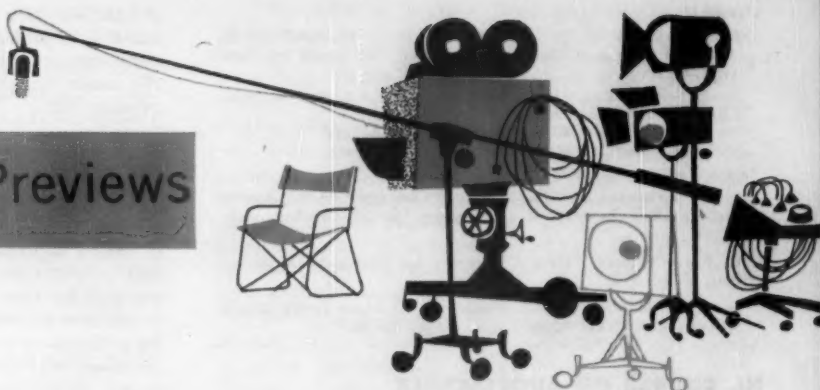
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Motion Picture Previews



PREVIEW EDITOR, ENTERTAINMENT FILMS
ELJA BUCKLIN

FAMILY

Suitable for children if accompanied by adults

For the Love of Mike—20th Century-Fox. Direction, George Sherman. This gentle story about an orphan Indian boy tells of his love for the ailing village priest with whom he lives and for the sick and wounded animals he nurses back to health—among them a colt that becomes a racehorse. The plot centers on the problem of getting money for a church. Settings in a genuine New Mexican Indian village are interesting. Unfortunately, amateurish direction, poor editing, and wooden acting detract from one's enjoyment of the film. Leading players: Richard Basehart, Stu Erwin.

Family
Fair

12-15
Fair

8-12
Fair



Susuke, youthful hero of *The Magic Boy*, is ready to protect his sister from the wicked witch and her bandits.

The Magic Boy—A Toei production, released by MGM. Despite the discernible influence of Walt Disney and other American cartoonists, this feature-length cartoon film from Japan is piquantly Japanese in its flavor and its drawings. The boy Susuke lives in the forest with his lovely sister and their host of animal friends. He leaves them to fight the wicked witch, whose bandits are raiding the countryside. Happily, he meets a kindly hermit who offers to teach him the magic necessary to vanquish the witch. Also on his side are a brave and handsome young lord, who is attracted by Susuke's sister, and a saucy, spunky little girl who leads a third column into the battle with the bandits. Thoroughly delightful for children over eight but probably frightening, in part, for the smaller fry.

Family
Delightful

12-15
Fun

8-12
Fun

Sign of Zorro—Buena Vista. Direction, Norman and Louis R. Foster. Zorro, son of a wealthy California landowner, returns home from Spain at his father's urgent request because their province is being terrorized by a tyrannical, corrupt governor.

In order to protect his father and yet be free to act, Zorro conceals the fact that he is an expert swordsman by pretending to be a bookish fop. In secret he adopts the black mask and flowing cape that become his insignia. Produced with humor, dash, and a fake derring-do that will entertain small children. Leading players: Guy Williams, Britt Lomand.

Family
Routine

12-15
Pretty juvenile

8-12
Fair

ADULTS AND YOUNG PEOPLE

The Angel Were Red—MGM. Direction, Nunnally Johnson. Set against a picturesquely photographed Spanish town in the throes of the Civil War, the story of a priest who rebels against the church and of a lady-in-red with a heart of gold is told by Joseph Cotten in the brittle, poorly contrived role of foreign correspondent. Much of the plot centers on the disappearance and eventual recovery of a sacred relic. Vittorio de Sica does justice to a sharply satiric portrayal of an old-time army officer. Dirk Bogarde is wistful as the priest who breaks his vows yet cannot give up his calling. An elaborate production. Leading players: Dirk Bogarde, Ava Gardner, Vittorio de Sica.

Adults
Matter of taste

15-18
Very mature

12-15
No

The Bellboy—Paramount. Direction, Jerry Lewis. Even a slapstick farce must have a point. There was ironic truth in those earlier farces in which Jerry Lewis played the eager-beaver underling to Dean Martin. But the sometimes tasteless films that Mr. Lewis has tried to produce or direct since then have no consistent, meaningful character around whom Jerry's zany actions can revolve. As a result the productions, like this one, provide an ornate, empty framework for Jerry's repertoire of muscular gyrations and facial contortions. Some funny gags, however. Leading players: Jerry Lewis, Alex Gerry.

Adults
Jerry Lewis fans

15-18
Mediocre

12-15
Mediocre

Between Time and Eternity—Universal-International. Direction, Arthur Maria Rabenalt. A doctor's wife with but a few months to live (Lilli Palmer) runs away from home to find some brief weeks of happiness—and hope—with a young Italian fisherman. Proud, with a Dresden china untouchableness, Miss Palmer floats through her silly, improbable role with delicate aplomb. Soap opera, French milled. Leading players: Lilli Palmer, Carlos Thompson.

Adults
Matter of taste

15-18
Mature

12-15
No

The Big Chief—Continental Distributing Company. Direction, Henri Verneuil. A slight French farce based on O. Henry's familiar story, *The Ransom of Red Chief*, in which a child gets the best of his kidnapers. Fernandel has little opportunity to deliver his particular brand of humor as one of the kidnapers, but six-year-old Papouf enters wholeheartedly into the juvenile antics required of him. English titles. Leading players: Fernandel, Gino Cervi, Papouf.

Adults
Fair

15-18
Fair

12-15
Fair

The Captain's Table—20th Century-Fox. Direction, Jack Lee. The officer of a cargo ship is thrilled to be made provisional captain

of a luxury liner, with the promise that the job will be permanent if he does well in his first year. The shy captain soon finds himself in hot water, however, what with his officers selling ship's goods to outsiders, determined ladies making amorous advances, and the necessity to make spoiled passengers cruise-happy. The plot is flimsy, with gags built in for guffaws or snickers. Leading players: John Gregson, Peggy Cummins.

Adults	15-18	12-15
Matter of taste	Poor	No

Dreams—Janus Films. Direction, Ingmar Bergman. The great Swedish director's early and minor films, of which this is one, point up the fallacies so often found when romantic daydreams are exposed to reality. His delineation of two women—a mature, beautiful owner of a model agency and her saucy model—is sharp but compassionate. Though the effect of the whole film is slight, it does hold interest and is expertly acted. English titles. Leading players: Harriet Andersson, Eva Dahlbeck.

Adults	15-18	12-15
Matter of taste	No	No

Fest and Sexy—Columbia. Direction, Reginald Denham. Gina Lollobrigida, as the widow of a wealthy American, returns to her native Italian village seeking "solace." The only person not affected by the wave of excitement that sweeps the mountain hamlet at her return is a handsome young blacksmith—a fact quickly noted by the widow. A gaudy, poster type of farce celebrating almost equally the beauty of the Italian countryside and the crude, elaborate coquetry of one of its favorite daughters. Leading players: Gina Lollobrigida, Dale Robertson, Vittorio de Sica.

Adults	15-18	12-15
Matter of taste	Mature	Mature

Head of a Tyrant—Universal-International. Direction, Fernando Cerchio. The story of Judith and Holofernes from the Apocryphal Book of Judith is given full-blown treatment by the Italians. That is, they concentrate upon sensational plotting, sex, beautiful costumes, sumptuous sets. Stereotyped dialogue, awkwardly plotted melodrama, and uninspired acting. Leading players: Massimo Girotti, Isabelle Corey.

Adults	15-18	12-15
Matter of taste	Matter of taste	Mature

Hell to Eternity—Allied Artists. Direction, Phil Karlson. Having been brought up in a loving Japanese home in California, a World War II Marine (Jeffrey Hunter) finds it hard to fight the enemy in the Pacific. But after one of his buddies is shot by a Japanese, he goes on a maniacal killing spree until recalled to himself by a touching letter from "Mamma-san." (Mrs. Sessue Hayakawa's warmth and genuineness give depth to her role.) Sessue Hayakawa plays once again, and with rather tired mien, the proud Japanese officer who turns to hari-kari in defeat. Scenes of war, violence, and lust are unpleasantly graphic. Leading players: Jeffrey Hunter, Sessue Hayakawa, Mrs. Sessue Hayakawa.

Adults	15-18	12-15
Uneven	No	No

Ice Palace—Warner Brothers. Direction, Vincent Sherman. An old-fashioned novel gets pretentious, two-handkerchief treatment. Richard Burton and Robert Ryan (fine actors, both of them) play grandiose stereotypes—one a wealthy, self-centered industrialist, owner of the biggest cannery and fishing business in Alaska; the other, a rugged hero who is for the people, for statehood, and for religion. Carolyn Jones is the woman, unwanted by the one she loves, who serves her menfolk unselfishly to the second and third generation. Alaskan settings are colorful and interesting. Leading players: Richard Burton, Robert Ryan, Carolyn Jones.

Adults	15-18	12-15
Stilted, pretentious	Poor	Poor

I'm All Right, Jack—British Lion. Direction, Jack Boulting. When a young Englishman of the upper class tries to plan his future in postwar England he dallies with the idea of going into industry (light industry, of course). After disastrous brushes with detergents, candy "yum yums," and corsets he switches to "missiles" in his wealthy uncle's plant. While serving on a TV panel show, the young man suddenly realizes that he has been his uncle's pawn in a dishonest international arms deal. His vigorous exposé, however, wins him not acclaim but all-round unpopularity and a judge's decision that he is so distraught he needs a long rest. An amusing British farce that makes pointed comments on both labor and management tactics. Leading players: Peter Sellers, Ian Carmichael.

Adults	15-18	12-15
Clever, amusing farce	Some	Some

Men in a Cocked Hat—Show Corporation of America. Direction, Jeffrey Dell, Ray Boulting. No people can spoof themselves as delightfully as the British. (May they always have the confidence in their way of life that permits them to do this.) In this Boulting film the idiocies of the Foreign Office get a delicious and thorough going-over through a series of amusingly caricatured types played by such comic masters as Terry-Thomas, Peter Sellers, and others. Not the best satire to come out of England but good fun nevertheless. Leading players: Peter Sellers, Terry-Thomas.

Adults	15-18	12-15
Amusing British satire	Yes	Yes

Next to No Time—Show Corporation of America. Direction, Henry Cornelius. Kenneth More can give a pleasant glow to the most tenuous of comedies. This one has some gay and wacky moments, and the settings, all on the liner *Queen Elizabeth*, are fresh and attractive. Mr. More plays a timid, ineffectual efficiency engineer who has been sent on the transatlantic liner to sell his company's services to a crusty industrialist. Emboldened by a strange, potent drink, he gets the idea that at midnight, when the ship mysteriously loses an hour, he will be transformed into a power among men. He is! Leading players: Kenneth More, Betsy Drake.

Adults	15-18	12-15
Fair	Fair	Fair

The Night Fighters—United Artists. Direction, Tay Garnett. When is an informer not an informer but a hero? Robert Mitchum, as a loyal, brave, if slightly anemic Irishman, supplies an interesting answer to that question: When the death and suffering brought by revolutionaries on their own people is worse than the ignominy of foreign rule. A fanatical, hot-headed leader of the Irish Republican Army (Dan O'Herlihy) orders the raiding of British ordnance depots and munition dumps, but Mitchum feels he goes too far. Badly beaten up for withdrawing from the rebel group, Mitchum turns informer and escapes to England with his sweetheart. A good theme is given shallow treatment. Leading players: Robert Mitchum, Dan O'Herlihy.

Adults	15-18	12-15
Good ethics; indifferent drama	Same	Same

The Nights of Lucretia Borgia—Columbia. Direction, Sergio Grieco. An Italian picture that reveals Lucretia as the power behind Cesare Borgia, substituting sex, however, for the Borgia art of intrigue. Lavish court settings, an exciting prison escape, and dueling in the Douglas Fairbanks manner provide the color and action customary in a film spectacle. Leading players: Belinda Lee, Jacques Sernas.

Adults	15-18	12-15
Matter of taste	Poor	No

Noose for a Gunman—United Artists. Direction, Edward L. Cahn. A gun slinger who returns to his home town to warn the none-too-friendly townsfolk of an imminent raid by Quantrell and his outlaws remains to quell the villain after the marshal is killed. A routine western with the usual violence. Leading players: Jim Davis, Barton MacLane.

Adults	15-18	12-15
Western fans	Poor	Poor

Ocean's 11—Warner Brothers. Direction, Lewis Milestone. A cynical, tongue-in-cheek melodrama in which a group of ex-Commandos (a formidable array of stars) plot and carry out a New Year's raid on five Las Vegas casinos with the same team spirit that made them invincible in the war. In contrast to the Commandos' coolness Cesar Romero appears refreshingly ebullient as a retired gangster. There will be many laughs from the audience, although the film will prove distasteful to some. Excellent photography. Leading players: Frank Sinatra, Peter Lawford, Dean Martin, Sammy Davis, Jr., Cesar Romero.

Adults	15-18	12-15
Unpleasant	Poor	No

One Foot in Hell—20th Century-Fox. Direction, James B. Clark. Alan Ladd, Confederate officer, takes his wife, who is about to have a baby, to a hotel in the North. He is treated scurvily both by the hotel manager and, when seeking medicine, by the drugstore owner. After his wife dies, the community wakes up with a shock and does all in its power to express its regret. Ladd, outwardly grateful, still burns with hate and plans a bank robbery for revenge. Commonplace melodrama. Leading players: Alan Ladd, Don Murray, Dan O'Herlihy.

Adults	15-18	12-15
Mediocre	Mediocre	Mediocre

Oscar Wilde—Four City Enterprises. Direction, Gregory Ratoff. **The Trials of Oscar Wilde**—Warwick Films. Direction, Ken Hughes. Two pictures dealing with the strange trial that destroyed Oscar Wilde have been released concurrently. Robert Morley in *Oscar Wilde* paints a brilliant picture of the strange artist—proud and lonely, with definitely unpleasant murky depths and at the same time intense heights of exaltation. Although the circumstantial evidence was damning, it is never made clear that Wilde was actually guilty of the perversions of which he was accused. Except for some quiet, underplayed scenes by the court prosecutor, Ralph Richardson, it is Robert Morley's picture, and he does a superb job.

In *The Trials of Oscar Wilde* (now *The Green Carnation*) more time is taken to introduce the place and period in which Wilde lived. Lesser roles, such as that of the Marquis of Queensberry, whose actions brought about the trial, are more fully developed. Peter Finch gives a softer, more romantic interpretation of the playwright, a man to whom the audience's sympathies instinctively go out. James Mason puts considerable feeling into his role as court prosecutor, but he is not as right as Ralph Richardson. Neither play seriously considers the moral values involved, sticking close to the conventions of the trial.

Of the two films possibly the better is *Oscar Wilde* (although it may not be the most popular) because of Robert Morley's exceptional performance. Leading players in *Oscar Wilde*: Robert Morley, Ralph Richardson; in *The Trials of Oscar Wilde*: Peter Finch, James Mason.

Adults	15-18	12-15
Matter of taste	Very mature; for the older age group	No

Please Turn Over—Columbia. Direction, Gerald Thomas. This slight, sophisticated spoof of the "tells-all" novel is about a seventeen-year-old English girl who dreams up a best seller by using the members of her suburban family as characters and putting them into wild situations conceived by her heated adolescent imagination. The book creates a furor in the small community, but in the end, oddly enough, produces a saner, happier family. Leading players: Ted Ray, Jen Kent, Charles Hawtrey.

Adults	15-18	12-15
Very well acted	No	No

The Rest Is Silence—Produced and directed by Helmut Kautner. In this interesting version of *Hamlet* a young man, played with sensitivity by Hardy Kruger, returns to Germany from America to investigate and avenge the death of his beloved father, a prominent industrialist of the Third Reich. Although there is no ghost, John Claudius finds omens in his father's picture, hears his voice on the telephone, and finally learns the truth from his father's diary. Ophelia (Ingrid Andree) is exquisite and pathetic as a near schizophrenic who loves John with all her soul from the moment she sees him. This uneven but thoughtful picture includes a few almost ridiculous shots (usually involving the uncle's villainy or the use of omens) and some beautifully played love scenes that are quite moving. English titles. Leading players: Hardy Kruger, Ingrid Andree.

Adults	15-18	12-15
Thoughtfully produced; good of its type.		Mature

The Savage Eye—City Films, Inc. Direction, Ben Maddow, Sidney Meyers, Joseph Strick. The camera acts as a scalpel dissecting contemporary society in this unusual kind of stream-of-consciousness film. The central figure in a sea of rootless human beings, as lacking in dignity as in positive values, is a young divorcee. She is not quite lost because she has a poetic kind of conscience (in the voice of Gary Merrill) that talks to her in her bad moments but cannot dispel the sickness within. It takes the shock of a severe automobile accident to make her realize that life is worth living. Leading players: Barbara Baxley, Gary Merrill, Herschel Bernardi.

Adults	15-18	12-15
Matter of taste	No	No

Sons and Lovers—20th Century-Fox. Direction, Jack Cardiff. This picture, based on D. H. Lawrence's novel, describes a young man's struggle for emotional independence from a strongly possessive mother and also from the joyless drudgery of a coal miner's existence. Unable to leave his home, he seeks to find himself through two love affairs and through his painting. Unfortunately for the theme, Trevor Howard as the boy's begrimmed, depressed miner father seems to possess more vitality and humanity than the rest of his family. In the role of the mother Wendy Hiller is good, as she always is. Dean Stockwell brings subtle shadings to his portrayal of the youth. Exquisitely somber settings of the unlovely industrial town and

the primitive coal mine enhance the picture. Leading players: Trevor Howard, Dean Stockwell, Wendy Hiller.

Adults	15-18	12-15
Matter of taste	In most cases too mature	No

Studs Lonigan—United Artists. Direction, Irving Lerner. The poorer sections of Chicago in the 1920's provide a drab background for this black-and-white film based on James T. Farrell's powerful, realistic novel. A sensitive boy, milling around in a loveless, prolonged adolescence, aches to discover some challenge in life. Meanwhile he drifts uneasily through time with his four poolroom pals. The pregnancy of a too-generous girl proves a turning point, and he stumbles toward some sense of responsibility. Leading players: Christopher Knight, Frank Gorshin.

Adults	15-18	12-15
Matter of taste	Mature	No

Threepenny Opera—Brandon Films. Direction, G. W. Pabst. Those who have not seen the Bertolt Brecht-Kurt Weill classic on the stage will enjoy this very early but still quite interesting German production. (It is said that the Nazis destroyed the original print.) Based on the eighteenth-century *Beggar's Opera* of John Gay, the action is laid in the London underworld. Here Mack the Knife meets with his buddy, the chief of police, and with his sweetheart, Polly Peacham, daughter of the king of the beggars. The music is vital, brassy cynical; the script, vigorous and harshly satiric. Leading players: Rudolph Forster, Lotte Lenya.

Adults	15-18	12-15
Matter of taste	Mature	No

Motion Pictures Previously Reviewed

Family

Suitable for children if accompanied by adults

The Charro—Fair.

Dinosaur—Children, fun; young people, entertaining; adults, crude but entertaining.

Jungle Cat—Children, mature in part; young people, excellent; adults, beautifully photographed.

The Last World—Amusing, but scary for those who dream of animals under the bed!

Adults and Young People

All the Young Men—Children, mature; young people and adults, good.

The Apartment—Children and young people, no; adults, matter of taste.

Battle in Outer Space—For science-fiction fans with a taste for the esthetic.

The Bell Are Ringing—Children, fair; young people and adults, good of its kind.

Brides of Dracula—Children, no; young people and adults, good of its kind.

Cape of Evil—Children and young people, very poor; adults, mediocre.

The Crack in the Mirror—Children, no; young people, mature; adults, matter of taste.

The Day They Robbed the Bank of England—Entertaining.

Elmer Gantry—Children, no; young people, no, except with guidance; adults, mature.

The Enemy General—Poor.

The Flute and the Arrow—Interesting.

From the Terrace—Children, no; young people, poor; adults, dull and pretentious.

The Ghost of Marathas—Children and young people, mediocre; adults, spectacle fans.

The Great Day—Children and young people, mature; adults, fair.

Hiroshima—Man Amour—Children and young people, no; adults, a finely wrought picture.

I Aim at the Stars—Good.

Inherit the Wind—Children, very mature; young people, mature; adults, excellent of its type.

It Started in Naples—Poor.

The Music Box Kid—Children, no; young people and adults, poor.

Murder, Inc.—Children and young people, no; adults, matter of taste.

Pay or Die—Children and young people, good; adults, good of its type.

Portrait in Black—Children and young people, no; adults, matter of taste.

Psycho—Children, no; young people, very mature; adults, good Hitchcock fare.

The Rat Race—Children and young people, no; adults, matter of taste.

School for Scoundrels—Children and young people, fun; adults, enjoyable.

Song Without End—Children and young people, mature; adults, fine musical film.

SOS Pacific—Adults, routine British melodrama.

The Story of Ruth—Children, yes; young people and adults, good.

Strangers When We Meet—Children, no; young people, mature; adults, pretentious and superficial.

Tarzan the Magnificent—Children, no; young people, violent melodrama; adults, matter of taste.

13 Ghosts—Children and young people, matter of taste; adults, a fairly well-produced ghost story.

39 Steps—Children and young people, yes; adults, superior thriller.

Wild River—Excellent.

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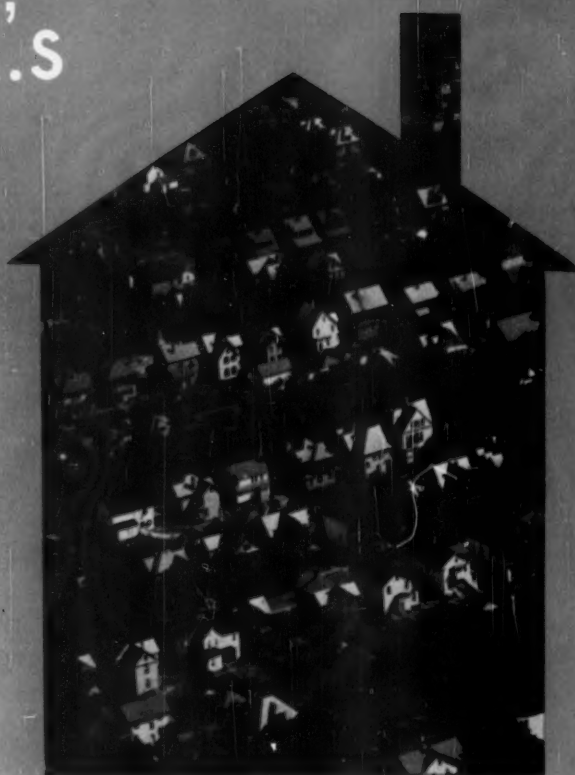
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